बाल-भारती भाग 1
की
अभ्यास-पुस्तिका

(पहली कक्षा के लिए)

(पहली कक्षा के लिए)



संयुक्ता लूदरा
सत्येन्द्र वर्मा



राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्
NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING

मई 1987
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प्रकाशन सहयोग

सम्पादन

प्रभाकर द्विवेदी — मुख्य सम्पादक
दिनेश सक्सेना — सम्पादक
नरेश यादव — सम्पादन सहायक

उत्पादन

सी. एन. राव — मुख्य उत्पादन अधिकारी
सुरेन्द्र कान्त शर्मा — उत्पादन अधिकारी
टी.टी. श्रीनिवासन — सहायक उत्पादन अधिकारी
राजेन्द्र चौहान — उत्पादन सहायक

सज्जा सलाहकार
शान्तो दत्त

आवरण पारदर्शी
निर्मल झुनझुनवाला

मूल्य : रु. 7.50

प्रकाशन विभाग में सचिव, राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद, श्री अरविंद मार्ग नई दिल्ली 110 016 द्वारा प्रकाशित तथा गोवरसंस पब्लिशर्स प्रा. लि., गुलाब हाउस, मायापुरी, नई दिल्ली 110 064 द्वारा मुद्रित।

राष्ट्रीय शिक्षा नीति–1986 के प्रारंभ होने के साथ ही ऐसी शिक्षण-सामग्री की आवश्यकता का अनुभव किया जाने लगा जो इस नई शिक्षा नीति के उद्देश्यों की प्राप्ति में सहायक हो। इस नीति के अनुसार शिक्षा बाल-केन्द्रित होगी और बच्चों के सर्वांगीण विकास पर ध्यान दिया जाएगा। नई शिक्षा नीति में भारत के राष्ट्रीय जीवन के लिए आवश्यक कुछ महत्वपूर्ण मूल्यों को केन्द्रिक शिक्षाक्रम के रूप में स्थान दिया गया है। यह एक क्रांतिकारी नीति है और यदि इसका पालन सही ढंग से किया जाए तो भारत के नव-निर्माण में इससे महत्त्वपूर्ण योगदान मिल सकेगा।

पहली कक्षा में हिन्दी पढ़ना सिखाने के लिए **बाल-भारती भाग 1** का नया संस्करण इस शिक्षण सामग्री की पहली कड़ी है। यह पुस्तक पिछले 12 वर्षों में परिषद् के सामाजिक विज्ञान एवं मानविकी शिक्षा विभाग द्वारा पठन-शिक्षण के संबंध में किए गए प्रयोगों पर आधारित है। पुस्तक के निर्माण में पठन-शिक्षण से संबंधित सभी पहलुओं को ध्यान में रखते हुए इसे अधिक से अधिक उपयोगी बनाने का प्रयास किया गया है। देवनागरी लिपि और हिन्दी की वर्तनी व्यवस्था में प्राप्त सुविधाओं पर यह आधारित है। प्रयत्न यह रहा है कि बच्चे कम से कम समय में अधिक पठन-योग्यता का विकास कर सकें।

बाल-भारती भाग 1 द्वारा बच्चों में हिन्दी वर्णमाला का ज्ञान, शब्द-ज्ञान तथा अर्थ-ग्रहण संबंधी कुशलताओं का विकास किया जा चुका है। उनको और अधिक अभ्यास देने के लिए इस अभ्यास-पुस्तिका का निर्माण किया गया है जिससे बालकों में लेखन की यांत्रिक कुशलताओं का ज्ञान सुदृढ़ हो सके।

इस पुस्तक का निर्माण सामाजिक विज्ञान एवं मानविकी शिक्षा विभाग के प्रो. अनिल विद्यालंकार के निर्देशन में श्रीमती संयुक्ता लूदरा और डा. सत्येन्द्र वर्मा ने किया है। इसके प्रारूप पर विचार करने में अनेक शिक्षाविदों, भाषाविदों और अनुभवी अध्यापकों से सहायता मिली है। इन सबके प्रति मैं हार्दिक आभार प्रकट करता हूँ।

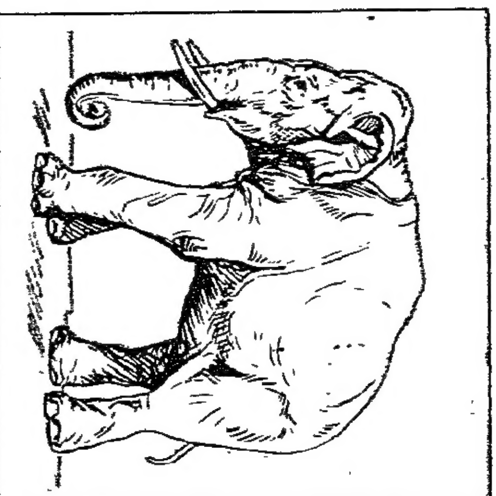
अभ्यास पुस्तिका के बारे में अध्यापकों की प्रतिक्रिया जानने और इसमें सुधार के लिए सुझावों का संकेत करने में हमें हार्दिक प्रसन्नता होगी।

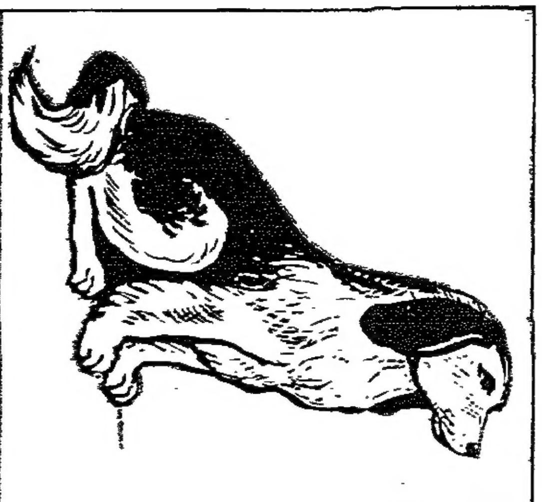
पी.एल. मल्होत्रा
निदेशक
राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्

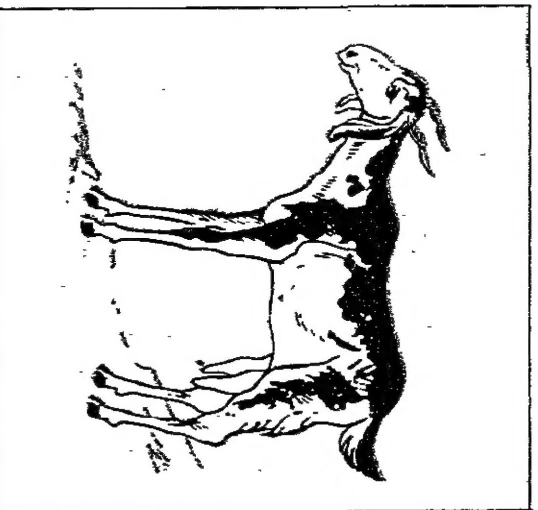
नई दिल्ली

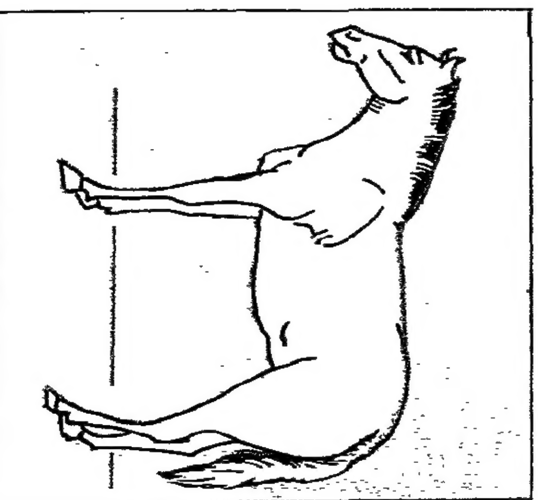
निर्देश : इन पशुओं के विषय में बातचीत करने के बाद बालकों से कहिए: (1) गाय की पूँछ पर गोला खींचो। (2) गाय के सींगों पर गोला खींचो। हाथी की सूँड़, हाथी के दाँत, कुत्ते की पूँछ, बकरी के पैर और बकरी के सींग, घोड़े के कान पर गोला खींचो, तथा घोड़े की गरदन पर गोला खींचो।



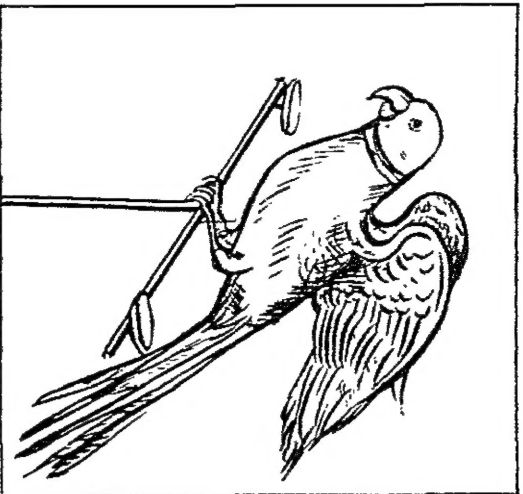


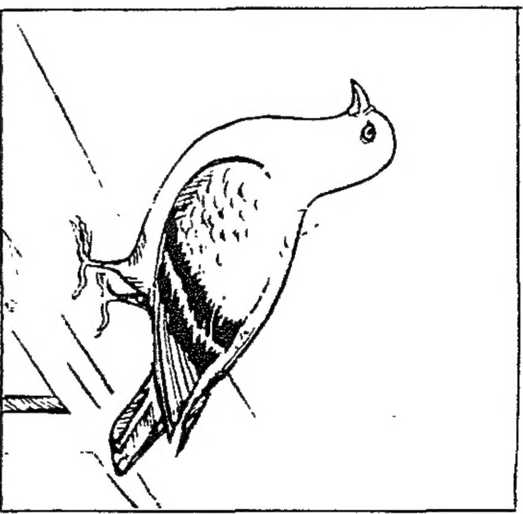


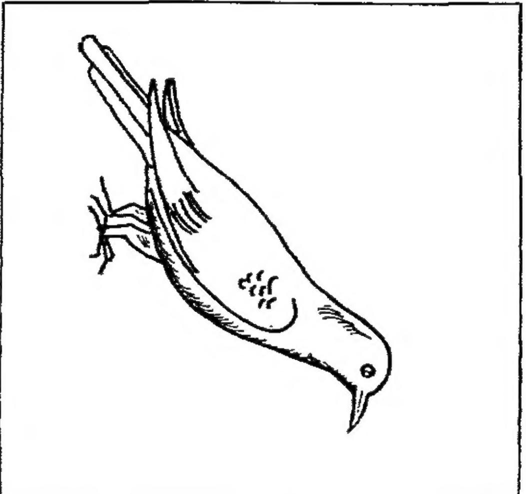


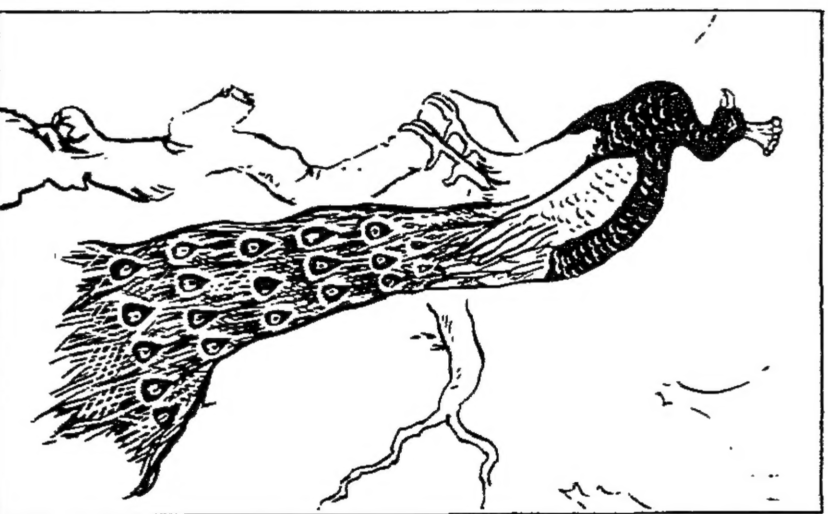


निर्देश : बालकों से कहिए : पहला चित्र देखो। बताओ, यह क्या है। तोता किस रंग का होता है? तोते की चोंच किस रंग की होती है? अब इस चित्र में रंग भरो। इसी प्रकार कबूतर, कौआ और मोर के चित्रों में रंग भरवाइए।

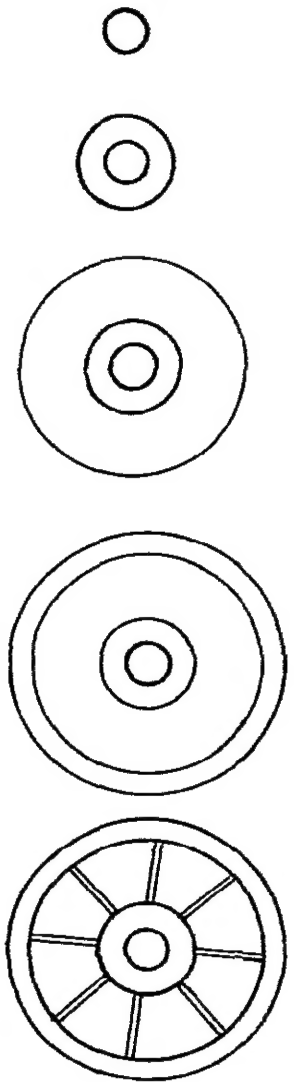


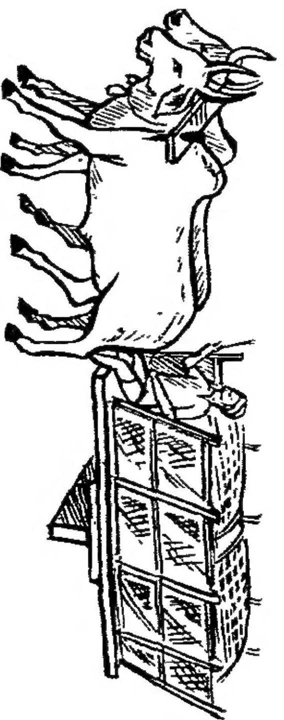


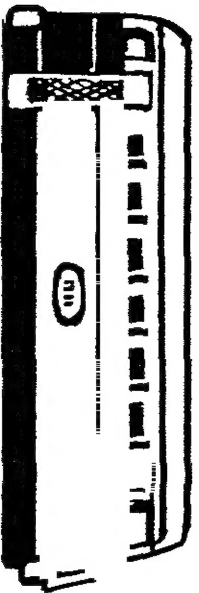




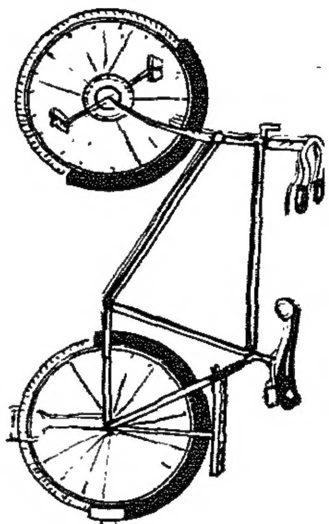
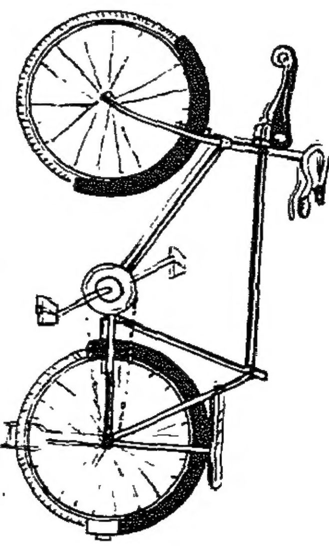
निर्देश : बालकों से कहिए : ऊपर के चित्र देखो। यह पहिया बना है। ऐसे चित्र बनाकर नीचे की खाली जगह में पहिया बनाओ। *अब बैलगाड़ी का चित्र देखो। बैलगाड़ी का कौन सा भाग नहीं बना है ?* (*पहिया शब्द निकलवाइए।*) उसे बनाओ। बस का चित्र देखो। इसे पूरा करो।

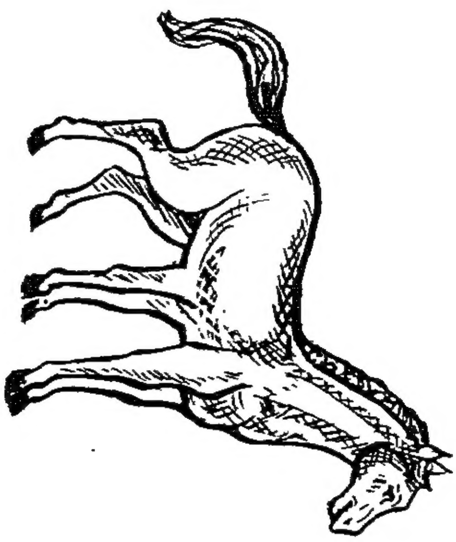


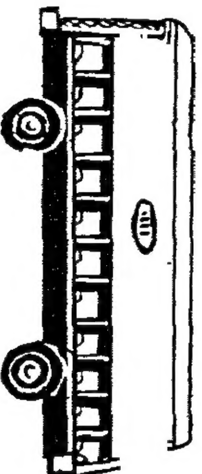
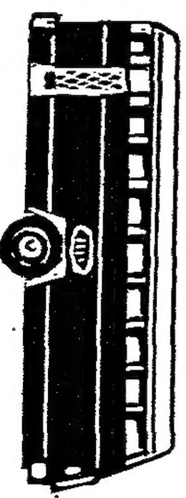




निर्देश : कहिए: साइकिल के चित्र देखो। इन चित्रों में क्या गलती है? गलत जगह पर X लगाओ। दूसरी पंक्ति में घोड़ों के चित्र हैं। इन चित्रों में जहाँ गलती हो वहाँ X लगाओ। तीसरी पंक्ति में बस के चित्रों में गलत बनी जगहों पर X लगाओ।

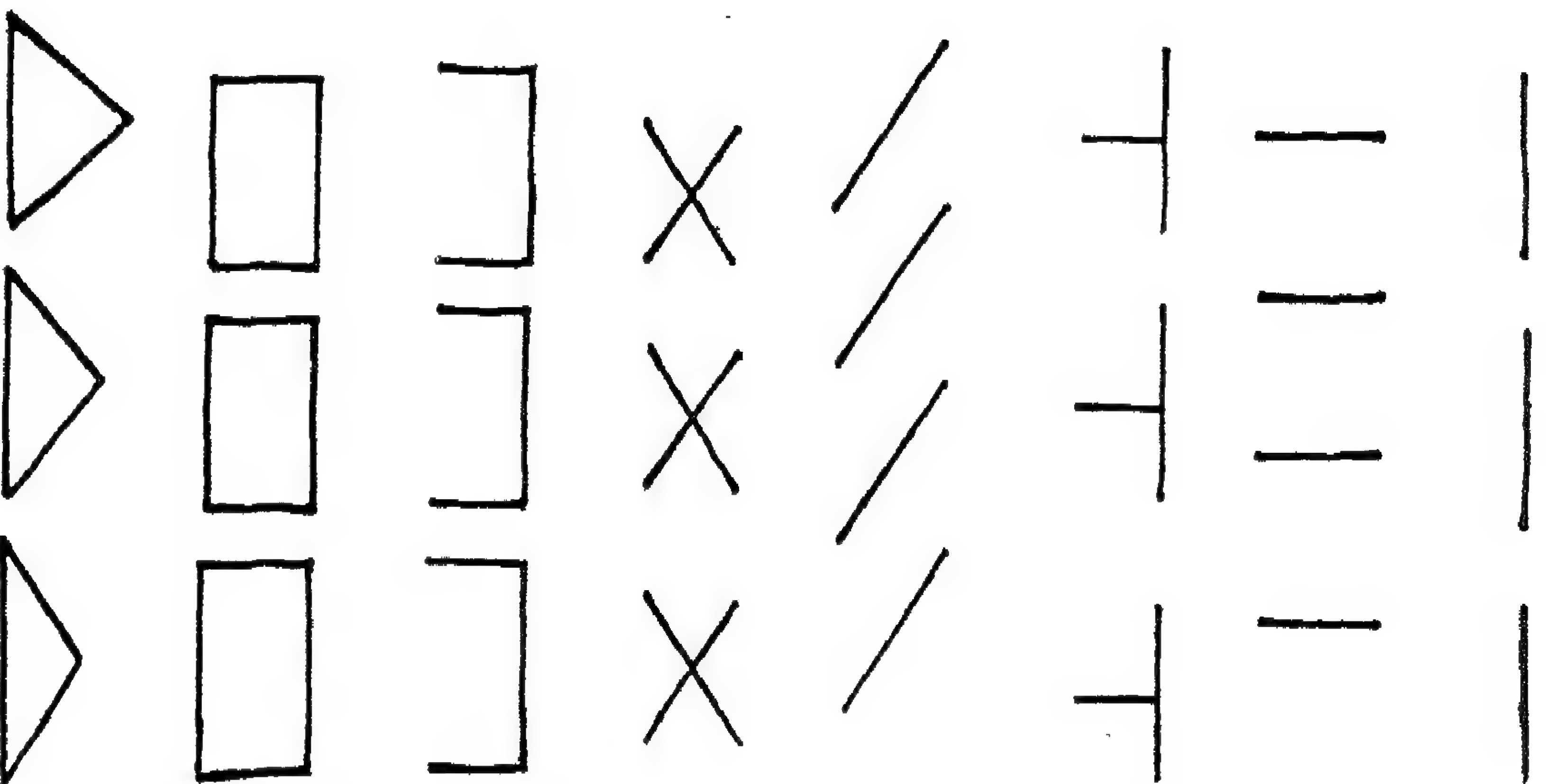



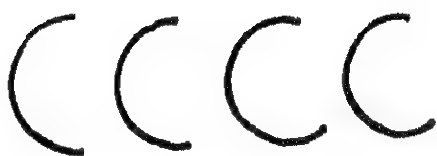
निर्देश : कहिए: इस चित्र में रंग भरो। (बालक रंग भरते समय पाठ्यपुस्तक की सहायता ले सकते हैं।)



निर्देश : बाईं ओर बनी आकृतियों को दिखाकर कहिए : ऐसे चित्र खाली जगह में बनाओ।



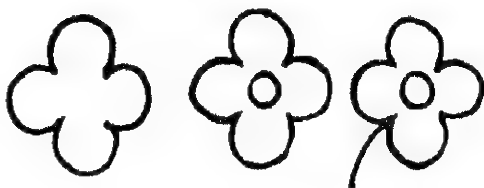
निर्देश : बाईं ओर बनी आकृतियों को दिखाकर कहिए : ऐसे चित्र खाली जगह में बनाओ।



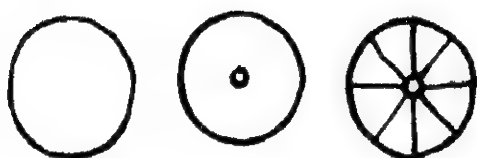


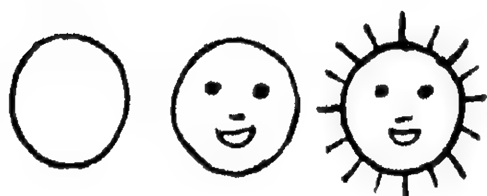






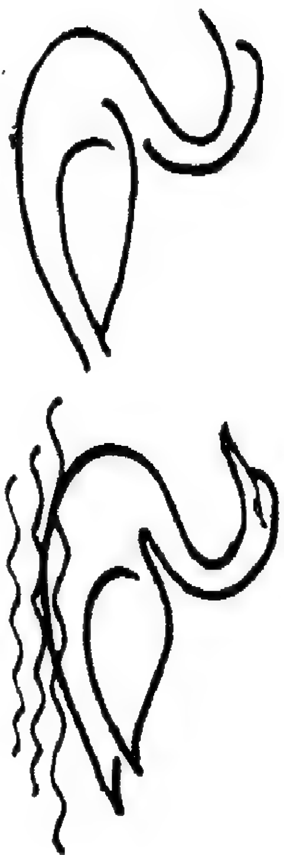




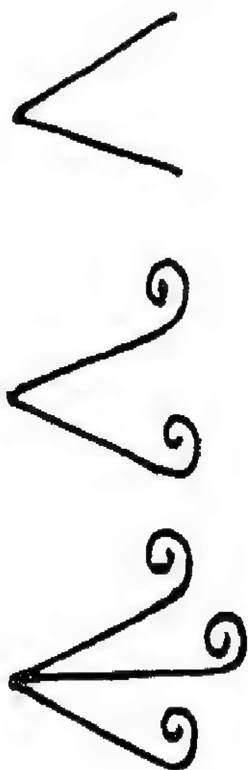


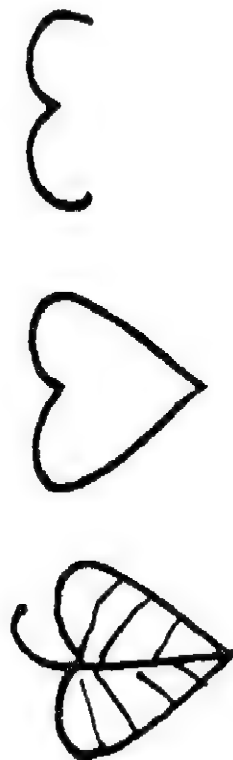
निर्देश : बाईं ओर बनी आकृतियों को दिखाकर कहिए : ऐसे चित्र खाली जगह में बनाओ।

निर्देश : बाईं ओर बनी आकृतियों को दिखाकर कहिए : ऐसे चित्र खाली जगह में बनाओ।













पाठ एक

अभ्यास–1

उद्देश्य : (1) शब्दों (नए वर्णों से सीखे हुए) की आकृतियों में अंतर करना।
(2) शब्द पढ़ने का अभ्यास।

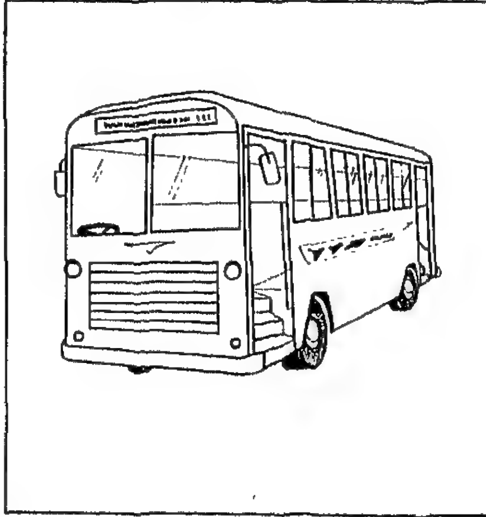
निर्देश : प्रत्येक पंक्ति में पहले बाईं ओर के शब्द को देखो। फिर उसे दाईं ओर के शब्दों में से ढूँढ़कर उसके नीचे रेखा खींचो।

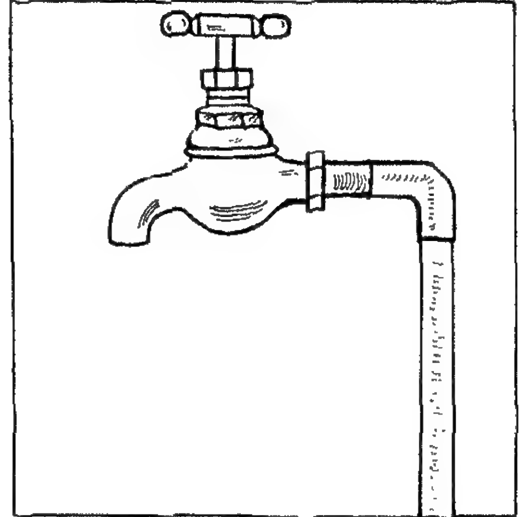
बस	सब	नल	बस
नल	नल	बल	नस
सब	बस	सब	नल
बन	सब	बल	बन

अभ्यास-2

उद्देश्य: चित्र बनाना।

निर्देश : बस का ड्राइवर बनाओ। नल के नीचे बालटी बनाओ।





अभ्यास-3

उद्देश्य : अक्षरों की आकृतियों की पहचान।
निर्देश : बाईं ओर लिखे अक्षर को दाईं ओर के शब्दों में से ढूँढकर उसके चारों ओर गोला खींचो।

ब	बस	नल	सब
न	नल	सब	सन
स	बन	बल	सब
ल	बल	नल	बस

अभ्यास-4

उद्देश्य : रचनात्मक अभिव्यक्ति का विकास।
निर्देश : चित्र बनाओ। (बच्चे अपनी इच्छा के अनुसार कोई चित्र बनाएँ)

पाठ दो

अभ्यास-1

उद्देश्य : (1) शब्दों (नए वर्णों से सीखे हुए) की आकृतियों में अंतर करना।
(2) शब्द पढ़ने का अभ्यास।

निर्देश: प्रत्येक पंक्ति में पहले बाईं ओर के शब्द को देखो। फिर उसे दाईं ओर के शब्दों में से ढूँढ़कर उसके नीचे रेखा खींचो।

घर	बस	घर	रस
कल	कब	कम	कल
मन	मन	नम	कम
कलम	नमक	कलम	कमर

अभ्यास-2

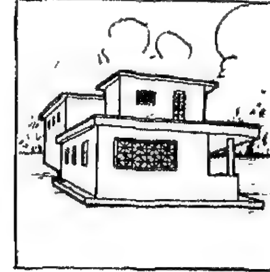
उद्देश्य: चित्र-संकेत की सहायता से शब्द पहचानना।

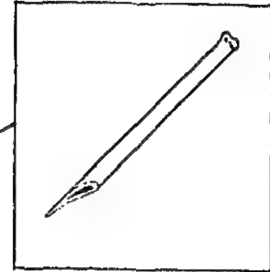
निर्देश: चित्र को देखो और चित्र के नाम को ढुँढ़कर चित्र तक रेखा खींचो। जैसे कलम के चित्र से कलम तक रेखा खींची गई है। फिर चित्र में रंग भरो।

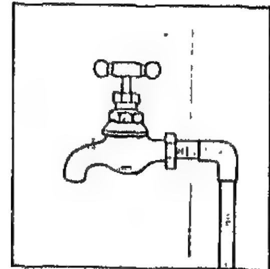
घर

नल

कलम







अभ्यास-3

कर	मन	घर	कब
थन	रस	मल	नल
कलम	नरम	कमल	कसम

उद्देश्य: सीखे हुए वर्णों से बने शब्द पढ़ने का अभ्यास।
निर्देश: इन शब्दों को पढ़ो। **क** और **म** ध्वनि वाले शब्दों के नीचे रेखा खींचो।

अभ्यास-4

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उद्देश्य : वर्ण लिखने का अभ्यास।
निर्देश: इन वर्णों को लिखो।
(शिक्षक ठीक आकृतियाँ बनाने में बालकों की सहायता करें)

पाठ तीन

अभ्यास-1

उद्देश्यः (1) शब्दों की आकृतियों में अंतर करना।
(2) शब्द पढ़ने का अभ्यास।

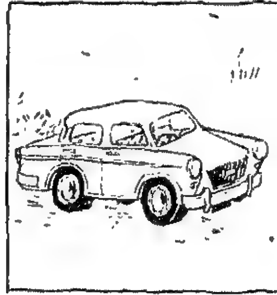
निर्देशः प्रत्येक पंक्ति में बाईं ओर के शब्द को देखो, उसे दाईं ओर के शब्दों में से ढूँढ़कर उसके नीचे रेखा खींचो।

कान	नाक	कान	काम
माला	बाल	कमला	माला
राम	रात	राम	कार

अभ्यास-2

उद्देश्य चित्र-संकेत की सहायता से शब्दों को पहचानना।

निर्देशः चित्र से चित्र के नाम तक रेखा खींचो।

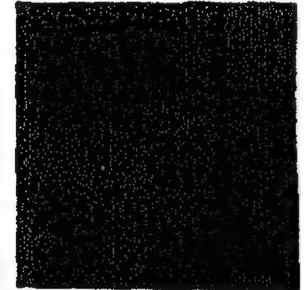




तााला

माला

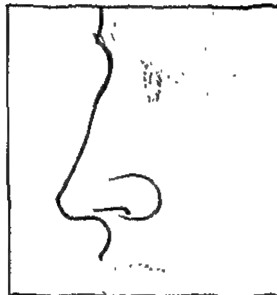
लाल

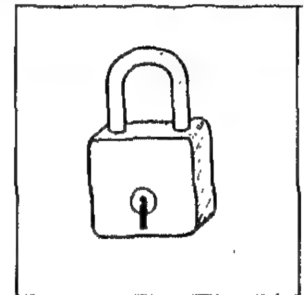


कार

नाक

काला





अभ्यास-3

उद्देश्य: अक्षर तथा मात्रा लिखने का अभ्यास।
निर्देश: इन अक्षरों को लिखो।

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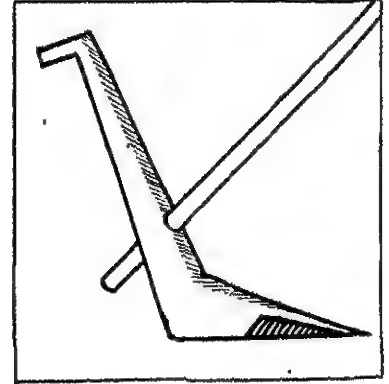
अभ्यास-1

हल	चल	हल	दल
बादल	तबला	बदला	बादल
चना	चाक	चना	चार
नाव	नाव	दवा	मान

उद्देश्य : (1) शब्दों की आकृतियों में अन्तर करना (विभेदीकरण)।
(2) शब्द को पढ़ने का अभ्यास।
निर्देश: प्रत्येक पंक्ति में बाईं ओर के शब्द को देखो, उसे दाईं ओर के शब्दों में से ढूँढकर उसके नीचे रेखा खींचो।

अभ्यास-2



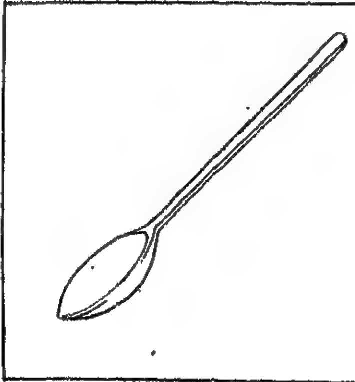


चमचा

दवा

हल

तबला





उद्देश्य : चित्र-संकेत द्वारा वस्तुओं के नाम पहचानना।
निर्देश : चित्र से उसके नाम तक लकीर खींचो।

अभ्यास-3

उद्देश्यः अक्षर लिखने का अभ्यास।
निर्देशः इन अक्षरों को लिखो।

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अभ्यास-4

उद्देश्यः (1) अक्षर लिखने का अभ्यास।
(2) सीखे हुए अक्षरों से शब्द बनाना।
निर्देशः ऊपर लिखे अक्षर नीचे की खाली जगह में लिखो। अब इन शब्दों को पढ़ो।

ह	च	द	व
......ल	......ाक	......वा	ना......
......वा	......मचा	......वात	......ह

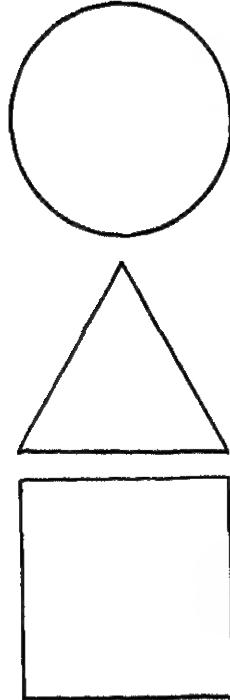
पाठ पाँच

अभ्यास-1

रेल	केला	मेल	रेल
जब	जेब	जब	कब
खाना	बाजा	खाना	रखना
जाल	जाल	जल	बजा
बेल	खेत	मेल	बेल

उद्देश्यः (1) शब्दों की आकृतियों में विभेदीकरण।
(2) शब्द पढ़ने का अभ्यास।
निर्देशः प्रत्येक पंक्ति में पहले बाईं ओर के शब्द को देखो। फिर उसे दाईं ओर के शब्दों में से ढूँढ़कर उसके नीचे लकीर खींचो।

अभ्यास-2

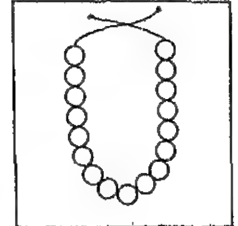


काला

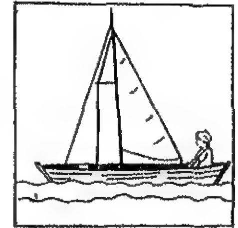
हरा

लाल

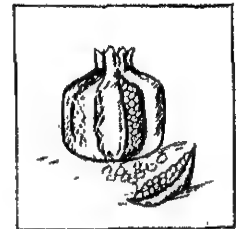
माला



नाव



अनार

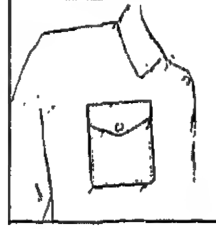


उद्देश्यः (1) रेखाकृतियों में रंग भरना।
(2) गति-नियन्त्रण की कुशलता।
निर्देशः इनमें रंग भरो।

अभ्यास-3

उद्देश्य: े मात्रा से परिचय तथा लिखने का अभ्यास।

निर्देश: जब और बल शब्दों को पढ़ो। अब उनके सामने लिखे शब्दों को पढ़ो। चित्रों के सामने छूटी हुई जगह पर के और जे लिखो। नीचे लिखे र रे क के आदि पूरे करो।

जब	**जेब**		....	**ला**
बल	**बेल**		....	**ब**

र	**रे**	**क**	**के**	**म**	**मे**
न	....	**द**	....	**ल**	....

अभ्यास-4

उद्देश्य: अक्षर लिखने का अभ्यास।

निर्देश: इन अक्षरों को लिखो।

	़	ज	ज	**ज**	....
	़	ख	ख	**ख**	....
़	उ	उ	अ	**अ**	....

पाठ छह

मेला

अभ्यास-1

उद्देश्यः उपयुक्त (ठीक) शब्द चुनना। शब्द-ज्ञान बढ़ाना

निर्देशः खाली जगहों में ठीक शब्द चुनकर लिखो।

केलेवाले .... दे।

कमला .... बजा।

मदन .... ला।

अनार	केला
बाजा	माला
करेला	मेला

अभ्यास-2

उद्देश्यः (1) अप्रासंगिक बात का पता लगाना।
(2) वाक्यों को पढ़ने का अभ्यास।

निर्देशः इन वाक्यों को पढ़ो। जो वाक्य इस कहानी के बारे में नहीं है उसके नीचे रेखा खींचो।

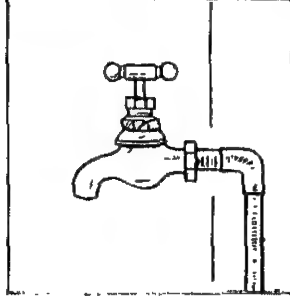
बाजेवाले, बाजा दे।
रेल का खेल देख।
कमला, बाजा बजा।

मदन, केला खा।
अब केला मत खा।
ले कमला, केला खा।

अभ्यास-3

उद्देश्य: (1) शब्द-ज्ञान बढ़ाना।
(2) शब्द लिखने का अभ्यास।
निर्देश: ऊपर लिखे शब्दों को पढ़ो। अब नीचे बने चित्रों के सामने ऊपर के शब्दों में से चुनकर चित्रों के नाम खाली जगह में लिखो।

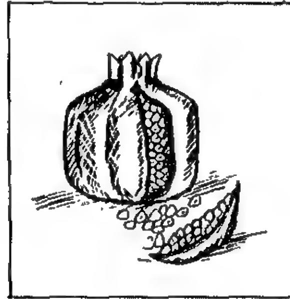
केला **नल** **रेल** **अनार**



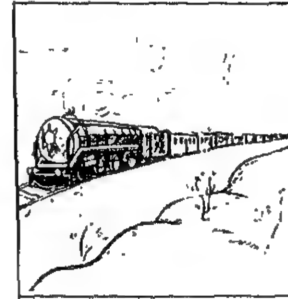
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अभ्यास-4

उद्देश्य: (1) वाक्य लिखने का अभ्यास।
(2) सुलेख।
निर्देश: इस वाक्य को लिखो।

बाजेवाले, बाजा दे।

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पाठ सात

अभ्यास-1

उद्देश्य: शब्द-निर्माण।
निर्देश: बाईं ओर के वर्णों से शुरू होने वाला शब्द लिखो। उदाहरण के लिए पहला शब्द देखो।

ब	बस	बल	बहन
बा	बात	....	....
बे	बेर	....	....
बो	बोल	....	....

अभ्यास-2

उद्देश्य: अक्षर तथा मात्रा लिखने का अभ्यास।
निर्देश: ये वर्ण तथा मात्रा लिखो।

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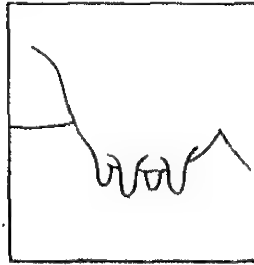
मा .... ला .... सा .... ता ....

अभ्यास-3

उद्देश्य: रचनात्मक अभिव्यक्ति का विकास।
निर्देश: चित्र बनाओ।
(बच्चों से उनकी इच्छानुसार कोई चित्र बनवाइए।)

अभ्यास-4

तोता	**लोहा**	**मोर**
बाहर	**हाथ**	**अदरक**
थन	**सरकस**	**बालक**



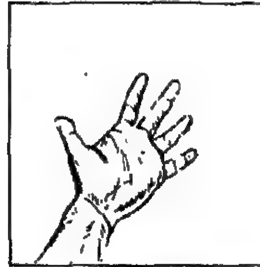
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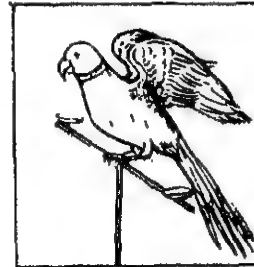
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उद्देश्य: (1) शब्दों को पढ़ने का अभ्यास।
(2) चित्रों के लिए शब्द ढूंढ़कर लिखना।

निर्देश: इन शब्दों को पढ़ो। नीचे के चित्र देखो। चित्रों के नाम ऊपर के शब्दों में से चुनकर नीचे की खाली जगह में लिखो।

अभ्यास-5

थाल **पालक** **खोखो**

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उद्देश्य: लिखने का अभ्यास।

निर्देश: इन शब्दों को लिखो।

पाठ आठ

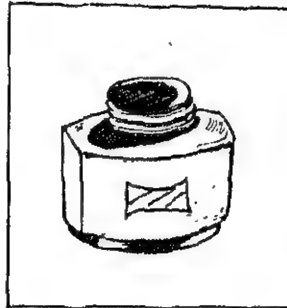
मेले से घर

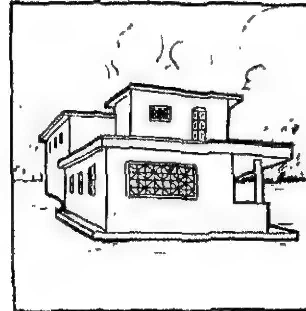
अभ्यास-1

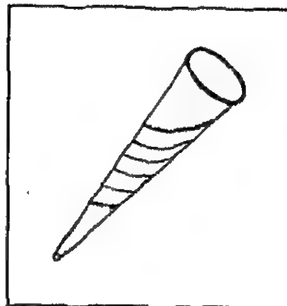
लो, ... खाओ।		घर
अपने .... चलो		बाजा
अब .... मत बजा।		माला
.... को सो जा।		खाना
बसवाले, ... रोको।		बस
कमला, ... पहन।		रात

उद्देश्य : (1) शब्द-ज्ञान बढ़ाना।
(2) उपयुक्त शब्द को चुनना।
निर्देश : सामने लिखे शब्दों में से ठीक शब्द चुनकर वाक्य की खाली जगह में लिखो।

अभ्यास-2









उद्देश्य : (1) गति-नियंत्रण की कुशलता।
(2) रंगों की पहचान।
निर्देश : इन चित्रों में रंग भरो।

अभ्यास-3

उद्देश्य : (1) घटनाक्रम को समझना।
(2) वाक्य पढ़ने का अभ्यास।
निर्देश : इन वाक्यों को पढ़ो। सोचो, पहले क्या हुआ, फिर क्या हुआ और बाद में क्या हुआ। पहले अभ्यास की तरह क्रम से वाक्य के सामने 1, 2, 3 लगाओ।

3 बसवाले, बस रोको।

2 बस से घर चलो।

1 देर मत करो।

– मदन, अब सो जा।

– पहले खाना खा।

– बाजा मत बजा।

अभ्यास-4

उद्देश्य : वाक्य लिखने का अभ्यास।
निर्देश : इस वाक्य को नीचे लिखो।

मेरे साथ घर चलो।

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अभ्यास-1

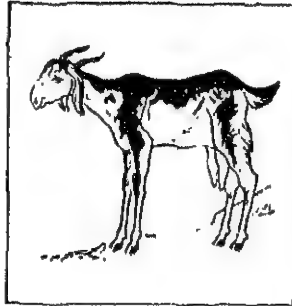
उद्देश्य: (1) शब्दों की आकृतियों में विभेदीकरण।
(2) शब्द पढ़ने का अभ्यास।
निर्देश: प्रत्येक पंक्ति में पहले बाईं ओर लिखे शब्द को देखो। अब दाईं ओर के शब्दों में से उस शब्द को ढूँढ़कर उसके नीचे रेखा खींचो।

नानी	रानी	नानी	नीरा
बाग	बाघ	नाव	बाग
चील	चील	लीची	नीचे
आम	आग	आज	आम

अभ्यास-2

उद्देश्य: (1) शब्द पढ़ने का अभ्यास।
(2) चित्रों के लिए उपयुक्त शब्द चुनना।
निर्देश: इन शब्दों को पढ़ो। नीचे के चित्र देखो। इनके नाम ऊपर के शब्दों में से चुनकर चित्र के सामने खाली जगह में लिखो।

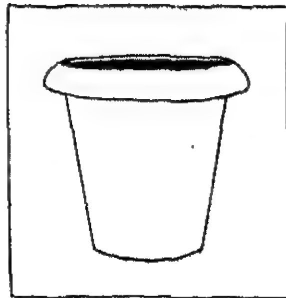
रेल	सहेली	नाम	बकरी
गमला	बाघ	पीला	हाथी



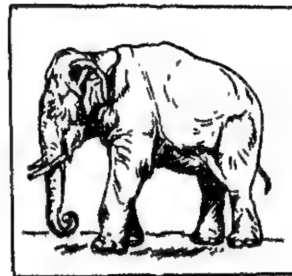
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अभ्यास-3

उद्देश्यः लिखने का अभ्यास
निर्देशः इन वर्णों को लिखो।

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च चा। ची ची ....

अभ्यास-4

उद्देश्यः 'अ', 'आ' की ध्वनियों में अन्तर करना।
निर्देशः इन शब्दों को पढ़ो। नीचे खाली जगह में अ, आ लिखो। अब इन शब्दों को पढ़ो।

अ	आ
अब	आम
अनार	आज
अमर	आना
..........पना	..........ग
..........दरक	..........राम

पाठ दस

कमला की सहेली

अभ्यास-1

उद्देश्य: अप्रासंगिक बात का पता लगाना।
निर्देश: इन वाक्यों को पढ़ो। जो वाक्य इस कहानी के बारे में नहीं है, उसके नीचे रेखा खींचो।

मेले से हम बाजा लाए।

मेले से हम अनार लाए।

मेले से हम माला लाए।

मीरा, मेरे घर चल।

मीरा, देख मोती।

ले, बाजा बजा।

अभ्यास-2

उद्देश्य: शब्द-प्रयोग का अभ्यास कराना।
निर्देश: वाक्य की खाली जगह में सामने के दो शब्दों में से ठीक शब्द ढूँढकर भरो।

मीरा .... गाएगी।	खाना गाना
मेरी .... देख।	माला बाजा
आज मेरे .... चल।	मेला घर

अभ्यास-3

उद्देश्यः (1) शब्दों की पहचान।
(2) शब्द तथा वाक्य पढ़ने का अभ्यास।
निर्देशः ऊपर लिखे हुए शब्दों को पढ़ो। अब नीचे लिखे वाक्यों में से ऊपर के शब्द ढूँढ़कर उनके नीचे रेखा खींचो।

घर   लाल   गाना   बाजा

मेरे घर चल।

मीना गाना गाएगी।

लाल माला पहनो।

मदन बाजा ले।

वह देखो अपना घर।

अभ्यास-4

उद्देश्यः वाक्य लिखने का अभ्यास।
निर्देशः इन वाक्यों को लिखो।

हम मेले गए थे ।

कमला, आम खा ।

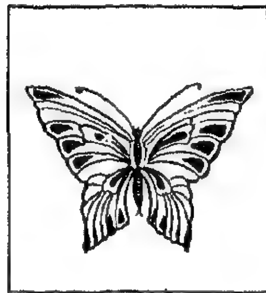
पाठ ग्यारह

अभ्यास-1

उद्देश्यः 'इ', 'ई' की मात्राओं का ज्ञान।
निर्देशः बिन्दुओं को पूरा करके ि ी की मात्रा बनाओ। अब इन शब्दों को पढ़ो। चित्र देखकर उनके नाम लिखो।

ि मल दिन पिला गिलास

ी मीरा दीप पीला गीला

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अभ्यास-2

उद्देश्यः अक्षर लिखने का अभ्यास।
निर्देशः इन अक्षरों को लिखो।

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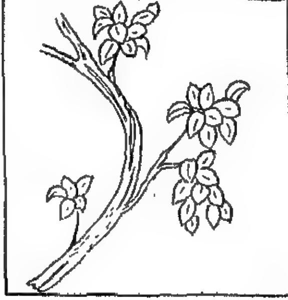
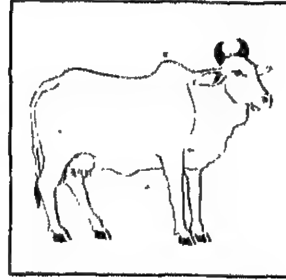
ट ट थ थ ....

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अभ्यास-3

उद्देश्य: (1) अक्षर-ज्ञान (ट और य की ध्वनि और आकृति से परिचय)।
(2) लिखने का अभ्यास।

निर्देश: ट और य की आकृति देखो। चित्रों के नाम बताओ। खाली जगह में वह अक्षर लिखो जिससे चित्र का नाम पूरा होता है।

<u>ट</u>		<u>य</u>	
	......हनी		गा......
	......मा......र		चा......

अभ्यास-4

उद्देश्य: रचनात्मक अभिव्यक्ति का विकास
निर्देश: चित्र बनाओ।

टमाटर **गिलास**

दीया **टोकरी**

पाठ बारह

आओ, खाना खाओ।

अभ्यास-1

(1) कमला, खाना बन गया ।

मीरा को साथ लाओ।

आओ, मदन आओ।

अब बाजा बजाओ।

(2) आओ, खाना खाओ।

कमला, पानी का गिलास लो।

अब सब केला खाओ।

चबा चबाकर खाना खाओ।

उद्देश्य: (1) अप्रासंगिक बात का पता लगाना।
(2) वाक्यों को पढ़ने का अभ्यास।
निर्देश: पहले चार वाक्यों को पढ़ो। बताओ, इनमें से कौन-सा वाक्य इस कहानी में नहीं आया। उसके नीचे रेखा खींचो। इसी तरह दूसरा अभ्यास करो।

अभ्यास-2

मटर की टोकरी लाओ।

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उद्देश्य: वाक्य लिखने का अभ्यास।
निर्देश: इस वाक्य को लिखो।

अभ्यास-3



किताब से मत खेलो ।
मीरा, बाजा बजाओ।
कमला, मेरे घर चल।



मिलकर खाना खाओ।
मेरी माला लो।
लो, पानी का गिलास।



केलेवाले से आम लो।
मदन, कमला, केले लो।
पिताजी, बाजा लो।

उद्देश्य: चित्र-संकेत द्वारा संबंधित वाक्य पहचानना।
निर्देश: पहला चित्र देखो। उसके सामने लिखे वाक्य पढ़ो। अब वह वाक्य ढूँढ़ो जिसके बारे में यह चित्र है। फिर चित्र से उस वाक्य तक रेखा खींचो। इसी तरह अन्य अभ्यास करो।

पाठ तेरह

अभ्यास-1

उद्देश्यः अक्षर और शब्द लिखने का अभ्यास।
निर्देशः इन अक्षरों और शब्दों को लिखो।

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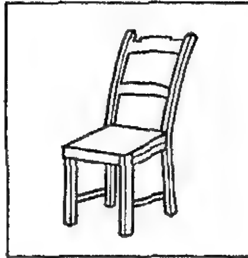
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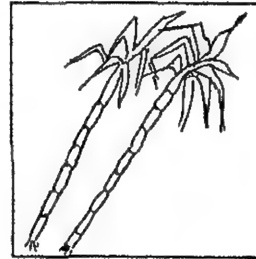
पु पु ....

अभ्यास-2

उद्देश्यः चित्र-संकेत द्वारा शब्द-ज्ञान बढ़ाना।
निर्देशः चित्रों के नाम बताओ। अब चित्रों के सामने उनके नाम लिखो।



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अभ्यास-3

उद्देश्य: इ ई तथा उनकी मात्राओं का अभ्यास कराना

निर्देश: पहली पंक्ति (ऊपर से नीचे) के शब्दों और वर्णों को पढ़ो। अब इनमें अन्तर मालूम करो। फिर इन वर्णों को खाली जगह में लिखो।

इन	ईख	....	....
इस	ईद	....	....
इ	ई	....	....
मिला	मीरा	....	....
मि	मी	....	....
इमली	आई	नीम	पिताजी
....	....	....	....

अभ्यास-4

उद्देश्य: (1) सीखी हुई मात्राओं का व्यंजनों के साथ अभ्यास।

(2) उच्चारण तथा लिखने का अभ्यास।

निर्देश: ऊपर की पंक्ति को दो बार पढ़ो। अब नीचे लिखे अक्षरों को उसी प्रकार लिखो। (शिक्षक बालकों की सहायता करें) अब चारों पंक्तियों को पढ़ो।

क का कि की कु के को

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पाठ चौदह

मदन, गाय आ गई।

अभ्यास-1

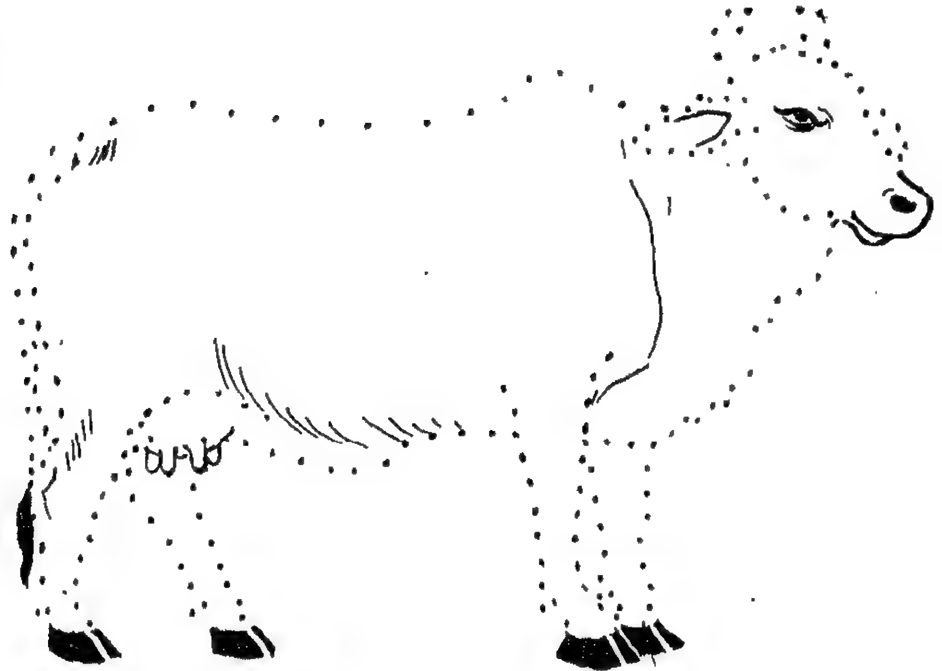
उद्देश्यः उपयुक्त शब्द का प्रयोग सिखाना।
निर्देशः दाईं ओर लिखे शब्दों में से ठीक शब्द चुनकर वाक्य की खाली जगह में लिखो।

हमारी गाय .... लाए थे।	मदन पिताजी
गाय ने .... पिया।	घास पानी
गाय .... से पानी पिएगी।	बालटी टोकरी

अभ्यास-2

उद्देश्यः (1) गति-नियंत्रण की कुशलता।
(2) रचनात्मक अभिव्यक्ति का विकास।
निर्देशः बिन्दुओं को मिलाकर चित्र पूरा करो। अब इसमें रंग भरो।

गाय



अभ्यास-3

उद्देश्य: अप्रासंगिक बात का पता लगाना।
निर्देश: इन वाक्यों को पढ़ो। जो वाक्य इस कहानी में नहीं आया है, उसके नीचे रेखा खींचो।

गाय घर आ गई ।

यह बाहर चरने गई थी ।

यह गाय चाचाजी लाए थे ।

यह गाय पिताजी लाए थे ।

गाय पानी पिएगी।

गाय को रोटी खिला।

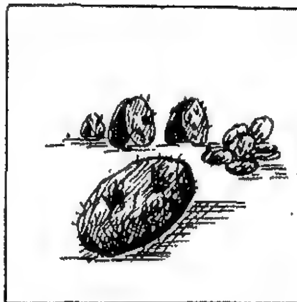
उसके लिए घास ला।

गाय के आगे घास डाल।

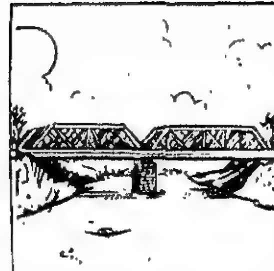
अभ्यास-4

उद्देश्य: उ तथा उ की मात्रा का ज्ञान।
निर्देश: उ के सामने ख़ाली जगह में उ तथा उसकी मात्रा लिखो। नीचे लिखे शब्दों को पढ़ो और उनके सामने उ तथा पु लिखो। चित्रों के सामने ख़ाली जगह में उनके नाम लिखो।

उ	....	पु	....
उजाला	....	पुल	....
उपला	....	पुराना	....



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पाठ पन्द्रह

अभ्यास-1

जूता	चूहा	चाकू	जूता
सड़क	सहेली	सड़क	सरकस
धागा	धोबी	गधा	धागा
शाम	शाम	शाला	साथी
ऊपर	उपला	ऊपर	ऊन

उद्देश्य: शब्दों की आकृतियों में विभेदीकरण। शब्द पढ़ने का अभ्यास।
निर्देश: प्रत्येक पंक्ति में पहले बाईं ओर के शब्द को देखो। फिर उसे दाईं ओर के शब्दों में से ढूँढ़कर उसके नीचे रेखा खींचो।

अभ्यास-2

उपला ऊन

उसका ऊपर

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पुल पूजा

पु .... पू ....
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गुड़िया धूल जूता दुकान

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उद्देश्य: (1) उ, ऊ तथा उनकी मात्राओं का अभ्यास।
(2) ध्वनियों में अन्तर सिखाना।
निर्देश: पहली पंक्ति (ऊपर से नीचे) के शब्दों और वर्णों को पढ़ो। अब इनमें अन्तर मालूम करो। फिर इनको खाली जगह में लिखो। नीचे के शब्द खाली जगह में लिखो।

अभ्यास-3

उद्देश्यः (1) सीखी हुई मात्राओं का व्यंजनों के साथ अभ्यास।
(2) उच्चारण एवं लिखने का अभ्यास।

निर्देशः पहली पंक्ति में लिखे वर्णों को पढ़ो। इसी तरह नीचे लिखे सभी वर्णों के साथ मात्राएँ लगाकर लिखो। अब चारों पंक्तियों को पढ़ो।
(शिक्षक उच्चारण की तरफ ध्यान दें)

क का कि की कु कू के को

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अभ्यास-4

उद्देश्यः लिखने का अभ्यास।

निर्देशः इन अक्षरों को लिखो।

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१ १ श। श

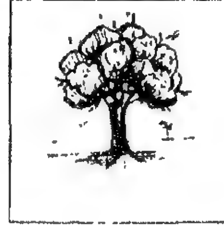
पाठ सोलह

कमला की गुड़िया

अभ्यास-1

उद्देश्य: चित्रों की सहायता से शब्द लिखना।
निर्देश: पहले चित्र देखो। चित्र का नाम उसके सामने लिखो।

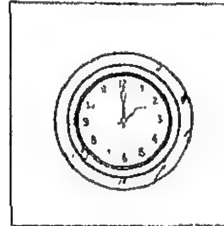

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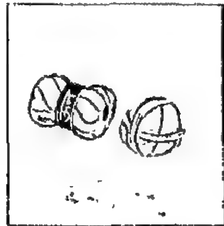

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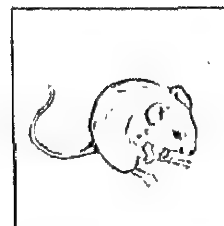

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अभ्यास-2

उद्देश्य: मिलती-जुलती ध्वनियों के उच्चारणों में अन्तर सिखाना।
निर्देश: ऊपर लिखे अक्षरों को पढ़ो। नीचे खाली जगह में स और श लिखो। अब इन शब्दों को पढ़ो।

स	श
..........ब	..........हर
..........ड़क	..........रबत
..........वेरा	..........लगम

अभ्यास-3

उद्देश्यः उपयुक्त शब्द का प्रयोग सिखाना।
निर्देशः वाक्य की खाली जगह में सामने के शब्दों में से चुनकर ठीक शब्द लिखो।

कमला के पास एक .... थी।	कपड़ा गुड़िया
कमला ने गुड़िया को .... पहनाई।	तलवार सलवार
गुड़िया .... बन गई।	दुलहन लड़की
कमला ने गुड़िया को .... लपेटी।	कुरता शाल

अभ्यास-4

उद्देश्यः रचनात्मक अभिव्यक्ति का विकास।
निर्देशः गुड़िया का चित्र बनाओ। चित्र के नीचे गुड़िया का नाम लिखो।

गुड़िया बनाओ।

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पाठ सत्रह

अभ्यास-1

उद्देश्य: ए ऐ की ध्वनियों तथा मात्राओं से परिचित कराना।
निर्देश: पहली पंक्ति (ऊपर से नीचे) के शब्दों और वर्णों को पढ़ो। फिर दूसरी पंक्ति के शब्दों और वर्णों को पढ़ो। इन वर्णों तथा शब्दों को लिखो।

एक	ऐनक
एड़ी	ऐसा
ए	ऐ ....
मे	मै ....
मेला	मैला
बे	बै ....
बेल	बैल

पैदल देख बैठना थैला

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अभ्यास-2

उद्देश्य: लिखना सिखाना।
निर्देश: इन अक्षरों और शब्दों को लिखो।

१ ५ भ भ ....

इ ङ झ झ ....

भालू .... गोभी .... भाई ....

झूला .... झाड़ी .... झाड़ू ....

अभ्यास-3

उद्देश्यः (1) शब्दों की आकृतियों में विभेदीकरण।
(2) शब्द पढ़ने का अभ्यास।
निर्देशः प्रत्येक पंक्ति में पहले बाईं ओर के शब्द को देखो। फिर उसे दाईं ओर के शब्दों में से ढूँढकर उसके नीचे रेखा खींचो।

पैर	पैसा	बैल	पैर
झूला	झूला	झूलना	झूलो
ऐनक	ऐसा	ऐनक	सेना
भालू	आलू	झाड़ू	भालू
चूहा	घूहा	जूता	चाकू

अभ्यास-4

उद्देश्यः रचनात्मक अभिव्यक्ति का विकास।
निर्देशः चित्र बनाओ।

थैला

ऐनक

पेड़

तराजू

पाठ अठारह

झूला झूलो।

अभ्यास-1

उद्देश्यः (1) कहानी का प्रत्यास्मरण।
(2) पठन-अभ्यास।
निर्देशः इन वाक्यों को एक-एक करके पढ़ो और सोचो कहानी में यह बात हुई है या नहीं। फिर वाक्यों पर ✓ या × का निशान लगाओ। (बच्चे पुस्तक की मदद ले सकते हैं)

- मदन के घर के आगे नीम का पेड़ था।
- रहीम के पिताजी ने झूला डाला।
- कमला सलमा के घर गई।
- मदन ने कमला को झुलाया।
- मदन रहीम के साथ झूला।
- सलमा रहीम के साथ झूली।
- कमला के साथ सलमा ने गाना गाया।

अभ्यास-2

उद्देश्यः वाक्य लिखने का अभ्यास।
निर्देशः इस वाक्य को पढ़ो और नीचे की खाली जगह में लिखो।

आओ भाई झूला झूलो।

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अभ्यास-3

घर के आगे नीम का एक .... था।	घर
सब .... झूलना चाहते थे।	झुलाया
पिताजी ने पेड़ पर झूला .... ।	पेड़
कमला सलमा के .... गई।	गाया
रहीम ने कमला को .... ।	झूला
कमला ने गाना .... ।	डाला

उद्देश्य: प्रसंग-संकेत द्वारा पहचानना।
निर्देश: पहले बाईं ओर लिखे वाक्य को पढ़ो। फिर दाईं ओर लिखे शब्द को पढ़ो। जिस शब्द से वाक्य पूरा होता है, उसे खाली जगह में लिखो। (इसी प्रकार अन्य वाक्यों को पूरा कराइए)

अभ्यास-4

झूला

उद्देश्य: रचनात्मक अभिव्यक्ति का विकास।
निर्देश: झूले का चित्र बनाओ।

पाठ उन्नीस

अभ्यास-1

उद्देश्य : औ तथा उसकी मात्रा से परिचय।
निर्देश : पहली पंक्ति पढ़ो। अब दूसरी पंक्ति पढ़ो। खाली जगह में औ तथा ौ लिखो। नीचे लिखे शब्द पढ़ो और उन्हें खाली जगह में लिखो।

औरत	चौकी
और	चौड़ा
औ	चौ ....

और	कौआ	औरत	पौधा

अभ्यास-2

उद्देश्य: अक्षर लिखने का अभ्यास।
निर्देश: इन अक्षरों को लिखो।

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अभ्यास-3

उद्देश्य: बारहखड़ी लिखने का अभ्यास।
निर्देश: पहली पंक्ति की तरह नीचे की पंक्ति लिखो।

छ छा छि छी छु छू छे छै छो छौ

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अभ्यास-4

फ	औ	छ	भ
......ल	......रत	......त	......वन
......ूल	......र	......ता	......रना
स......ई	......जार	म......ली	......लू

उद्देश्यः (1) अक्षर लिखने का अभ्यास।
(2) उच्चारण सिखाना।
निर्देशः ऊपर लिखे अक्षरों को पढ़ो। नीचे की खाली जगह में उस अक्षर को लिखो। अब पूरे शब्द को पढ़ो।

अभ्यास-5

पौधा	कोयल	कौआ	छोटा
खोलो	चौकी	मोर	मौसी

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उद्देश्यः (1) ओ तथा औ की मात्रा का उच्चारण सिखाना।
(2) लिखने का अभ्यास।
निर्देशः इन शब्दों को पढ़ो। इनमें से ओ की मात्रा वाले शब्द पहली खाली पंक्ति में लिखो और औ की मात्रा वाले शब्द दूसरी पंक्ति में लिखो।

पाठ बीस

नाच, भालू नाच।

अभ्यास-1

उद्देश्य: (1) सही बात का पता लगाना।
(2) पढ़ने का अभ्यास।
निर्देश: इन वाक्यों को पढ़ो। कहानी के अनुसार जो वाक्य ठीक है उस पर ✓ और जो गलत है उस पर ✗ का निशान लगाओ।

– भालूवाला भालू का नाच दिखाएगा।

– भालू ने डुगडुगी बजाई।

– भालूवाला बोला – नाच, भालू नाच।

– मदन ने भालू को बेर दिए।

– कमला भालू से डर गई।

– भालू ने सबको नाच दिखाया।

अभ्यास-2

उद्देश्य: (1) प्रत्यास्मरण।
(2) लिखने का अभ्यास।
निर्देश: इस प्रश्न का उत्तर नीचे की खाली जगह में लिखो।

भालू का नाच देखने कौन-कौन आया ?
उनके नाम लिखो।

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अभ्यास-3

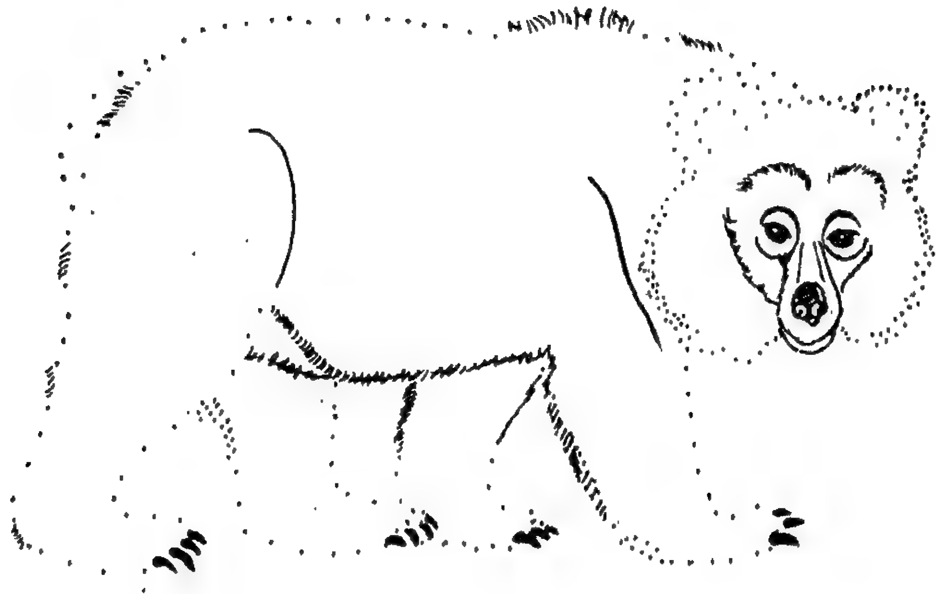
उद्देश्य: प्रसंग-संकेत से शब्द पहचानना।
निर्देश: बाईं ओर लिखे वाक्य पढ़ो। अब दाईं ओर लिखे शब्दों को पढ़ो। वाक्य की खाली जगह के लिए ठीक शब्द ढूँढो और उसे वाक्य में लिखो। इसी तरह अन्य वाक्य पूरे करो।

भालू .... दिखाता है।	डुगडुगी
भालूवाले ने .... बजाई।	बेर
मदन ने .... से पैसे निकाले।	भालू
भालू .... खाता है।	नाच
नाचते-नाचते .... सबके पास गया।	जेब

अभ्यास-4

उद्देश्य: (1) गति-नियन्त्रण की कुशलता।
(2) रचनात्मक अभिव्यक्ति का विकास।
निर्देश: बिंदुओं को मिलाकर चित्र पूरा करो। अब इसमें रंग भरो।

भालू



पाठ इक्कीस

अभ्यास-1

उद्देश्य: **ड ड़ ढ ढ़** की आकृतियों की पहचान।

निर्देश: बाईं ओर लिखे शब्द को पढ़ो। अब दाईं ओर लिखे शब्दों में से उस शब्द को चुनकर उसके नीचे रेखा खींचो।

ढकना	ढालना	डालना	ढकना
सीढ़ी	सीढ़ी	फावड़ा	सीटी
गुड़िया	चिड़िया	गुड़िया	बड़िया
थोड़ा	बड़ा	पढ़ो	थोड़ा
चढ़ना	चढ़ना	पड़ना	पढ़ना
डाक	ढाक	डाक	बड़ा

अभ्यास-2

उद्देश्य: **ढ** और **ढ़** की आकृतियों तथा उच्चारण का अभ्यास।

निर्देश: पहली पंक्ति (ऊपर से नीचे) पढ़ो। अब दूसरी पंक्ति पढ़ो। खाली जगह में **ढ** तथा **ढ़** लिखो। नीचे के वाक्यों में **ढ** और **ढ़** लिखो।

ढपली	पढ़
ढकना	चढ़
ढ	ढ़ ....

मदन, यह किताब प ...... ।

......ोल बज रहा है ।

सी......ी से ऊपर चढ़ो ।

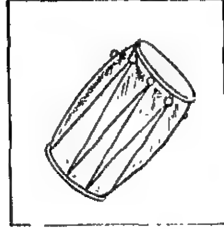
ढोलक बजी–ढम......म ।

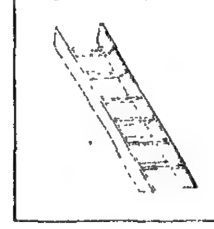
अभ्यास-3

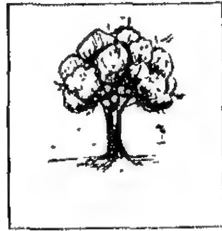
उद्देश्य : चित्र-संकेत द्वारा शब्द लिखने का अभ्यास।
निर्देश : चित्रों के सामने उनके नाम लिखो।

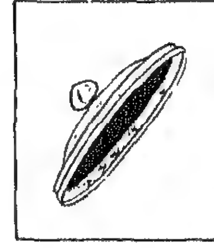
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अभ्यास-4

उद्देश्य: (1) ड़ ढ़ की ध्वनियों के सूक्ष्म अन्तर की ओर ध्यान दिलाना।
(2) ड़ ढ़ को लिखने का अभ्यास।
निर्देश: ऊपर लिखे अक्षरों को पढ़ो। अब उनके नीचे लिखे शब्दों को पढ़ो। (शिक्षक शुद्ध उच्चारण की ओर ध्यान दें।) खाली जगह में यह वाक्य लिखो।

ड़	ढ़
गाड़ी	**सीढ़ी**
पड़ना	**पढ़ना**
बड़ा	**बढ़ो**
घड़ी	**कढ़ी**

रेलगाड़ी पर चढ़ो।

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पाठ बाईस

मदन घूमने गया।

अभ्यास-1

उद्देश्य: कहानी का प्रत्यास्मरण।
निर्देश: इन वाक्यों को एक-एक करके पढ़ो। बताओ, यह किसने कहा। वाक्य से उसके नाम तक रेखा खींचो।

किसी भी जानवर को मत मारो।	
अहा, कितने सुन्दर फूल !	पिताजी
डरो मत।	कमला
इनसे गुड़िया के लिए माला बनेगी।	

अभ्यास-2

उद्देश्य: विलोम शब्दों द्वारा शब्द-ज्ञान बढ़ाना।
निर्देश: ऊपर की पंक्ति पढ़ो। खाली जगह में शब्द के उलटे अर्थवाला शब्द लिखो।

नीचे	ऊपर	दूर	....
आगे	....	दिन	....
छोटा	....	मोटा	....

अभ्यास-3

उद्देश्य: अनुनासिक चिन्ह को पढ़ने तथा लिखने का अभ्यास।
निर्देश: इन शब्दों को पढ़ो और खाली जगह में लिखो।

अंगूर पंख डंडा खंभा

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झंडा जंगल संतरा बंदर

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अभ्यास-4

उद्देश्य: वाक्य लिखने का अभ्यास।
निर्देश: इस वाक्य को लिखो।

बंदर ने घंटा बजाया

अभ्यास-5

उद्देश्य: रचनात्मक अभिव्यक्ति का विकास।
निर्देश: (पाठ से संबंधित) कोई चित्र बनाओ। उसमें रंग भरो।

पाठ तेईस

अभ्यास-1

उद्देश्य: ट, ठ, प, ष की पहचान तथा इनके लिखने का अभ्यास।
निर्देश: अक्षर के नीचे लिखे शब्दों को पढ़ो। खाली जगह में इन अक्षरों को लिखो।

ट	ठ	प	ष
टहनी	ठठेरा	परदा	धनुष
छोटा	आठ	पहला	उषा
टमाटर	पीठ	आप	सुषमा

। ट ट ....

। ठ ठ ....

८ ५ प ....

८ ५ ष ष ....

अभ्यास-2

उद्देश्य: ठ और ष लिखने का अभ्यास।
निर्देश: ऊपर लिखे अक्षरों से नीचे के खाली स्थान भरो। अब इन शब्दों को पढ़ो।

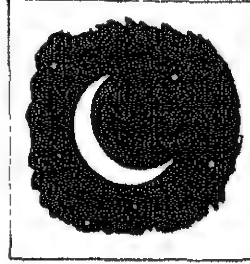
ठ	ष
आ......	धनु......
पी......	सु......मा
......ठेरा	उ......ा

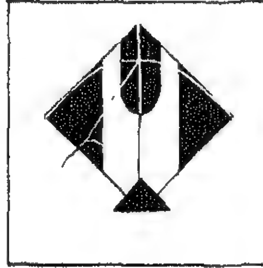
अभ्यास-3

उद्देश्य : चन्द्रबिन्दु तथा अनुनासिक ध्वनियों में अन्तर स्पष्ट करना।

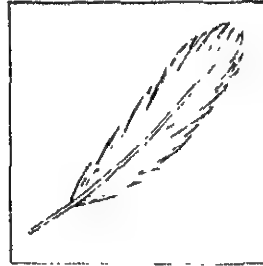
निर्देश : इन चित्रों को देखो। इनके नाम सामने की खाली जगह में लिखो।


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अभ्यास-4

उद्देश्य : वाक्य लिखने का अभ्यास। (सुलेख)

निर्देश : इस वाक्य को नीचे की खाली पंक्तियों में लिखो।

उषा ने पाँच पाठ पढ़े।

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पाठ चौबीस

आँखमिचौनी

अभ्यास-1

उद्देश्य : (1) कहानी के घटनाक्रम को समझना।
(2) वाक्यों को पढ़ने का अभ्यास करना।
निर्देश : पहले इन वाक्यों को पढ़ो। सोचो, कहानी में पहले क्या हुआ, फिर क्या हुआ और बाद में क्या हुआ। फिर उसी क्रम से वाक्यों को दाईं ओर खाली जगह में 1,2,3 आदि लिखो।

- बाकी लोग छिप गए। ....
- मदन चोर बना। ....
- मदन उनको ढूँढ़ने लगा। ....
- आँखमिचौनी का खेल होने लगा। ....
- खाट के नीचे कोई न था। ....
- मदन ने रहीम को ढूँढ़ लिया। ....
- परदे के पीछे रहीम छिपा था। ....
- अब रहीम चोर बना। ....

अभ्यास-2

उद्देश्य : विलोम शब्दों द्वारा शब्द-ज्ञान बढ़ाना।
निर्देश : इन शब्दों के उलटे अर्थवाले शब्द लिखो। अब वाक्य पूरे करो।

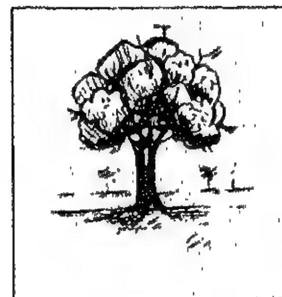
दूर	पास	नीचा	....
भीतर	....	उठना	....
यहाँ	....	हँसना	....

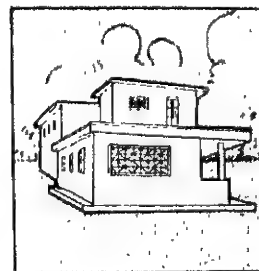
मेरा घर उषा के घर के .... है।
यहाँ .... ठीक नहीं।
हाकी घर के .... खेलो।

अभ्यास-3

उद्देश्य : शब्द-ज्ञान बढ़ाना।
निर्देश : पहली पंक्ति में लिखे खेलों के नाम पढ़ो। सोचो, कौन से खेल घर के भीतर खेले जाते हैं। उनके नाम से घर के चित्र तक रेखा खींचो। इसी तरह घर के बाहर खेले जाने वाले खेलों से पेड़ के चित्र तक रेखा खींचो।

आँखमिचौनी
पंतग उड़ाना
गुड़िया
गेंद
हाकी
झूला झूलना
दौड़ लगाना





अभ्यास- 4

उद्देश्य : वाक्य लिखने का अभ्यास।
निर्देश : इस वाक्य को नीचे की खाली जगह में लिखो।

आओ, सब आँखमिचौनी खेलें ।

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पाठ पच्चीस

बंबई की सैर

अभ्यास-1

उद्देश्य : मिलते-जुलते शब्दों में अंतर करना।
निर्देश : इन वाक्यों को पढ़ो। इनके सामने दाईं ओर लिखे गए शब्दों में से जो ठीक हो उसे लिखो।

बंबई बहुत बड़ा .... है।	शहर नहर
मोहन भी .... आ गया।	बाहर बहार
वहाँ मेरे चाचाजी .... हैं।	रहते कहते
वे तुमको बंबई .... ।	दिखाएँगे सिखाएँगे

अभ्यास-2

उद्देश्य: मिलते-जुलते शब्दों में अंतर करना।
निर्देश: इन वाक्यों को पढ़ो और खाली जगह में ठीक शब्द लिखो।

वहाँ मेरे चाचाजी रहते .... ।	है/हैं
माताजी ने मोहन से .... ।	कहाँ/कहा
घर में मोहन की माताजी .... ।	थीं/थी
माताजी मदन को देखकर बहुत खुश .... ।	हुई/हुईं

अभ्यास-3

उद्देश्यः (1) कहानी का प्रत्यास्मरण।
(2) वाक्य लिखने का अभ्यास।
निर्देशः प्रश्नों के उत्तर नीचे की खाली जगह में लिखो।

मदन किसके घर गया ?

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घर में कौन था ?

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मदन के चाचाजी कहाँ रहते हैं ?

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मदन किसके लिए गेंद लाया ?

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अभ्यास-4

उद्देश्यः रचनात्मक अभिव्यक्ति का विकास।
निर्देशः रेलगाड़ी का चित्र बनाओ।

रेलगाड़ी

पाठ छब्बीस

दशहरे का मेला

अभ्यास-1

उद्देश्य: कहानी का प्रत्यास्मरण।
निर्देश: इन वाक्यों को एक-एक करके पढ़ो और बताओ, कहानी में यह बात हुई है या नहीं। यदि हुई है तो उसके सामने हाँ लिखो। यदि नहीं हुई तो सामने लिखो–नहीं।

कमला ने राम का चित्र खरीदा।	☐
मदन ने एक बाजा खरीदा।	☐
ज्ञान का बाण बहुत दूर गिरा।	☐
ज्ञान दौड़ कर बाण उठा लाया।	☐
रावण के पुतले में आग लग गई।	☐
पिताजी ने बालकों को फल ले दिए।	☐

अभ्यास-2

उद्देश्य: अक्षर लिखने का अभ्यास कराना।
निर्देश: इन अक्षरों को लिखो।

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ˆ ˃ त्र त्र ....

¯ र ज्ञ ज्ञ ....

१ ५ क्ष क्ष क्ष ....

अभ्यास-3

उद्देश्य : ण, क्ष, त्र, ज्ञ के पढ़ने तथा लिखने का अभ्यास कराना।
निर्देश : ऊपर लिखे अक्षरों को पढ़ो। नीचे की खाली जगह में इन अक्षरों को लिखकर, शब्दों को पढ़ो। (शिक्षक इनके उच्चारण तथा आकृतियों की ओर विशेष ध्यान दें)

ण	क्ष	त्र	ज्ञ
बा......	र......ा	मि......	......न
राव......	क......ा	प......	आ......ा
हरि......	प......ी	पु......	य......

अभ्यास-4

उद्देश्य : वाक्य लिखने का अभ्यास। (सुलेख)
निर्देश : इस वाक्य को लिखो।

रक्षा ने ज्ञान को बाण दिया।

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अभ्यास-5

उद्देश्य : रचनात्मक अभिव्यक्ति का विकास।
निर्देश : धनुष तथा बाण के चित्र बनाओ।

चित्र बनाओ।

पाठ सत्ताईस

उद्देश्य: वर्णमाला लिखने का अभ्यास।

निर्देश: वर्णमाला याद करके लिखो। (शिक्षक इन दो पृष्ठों पर बालकों से पूरी वर्णमाला लिखवाएँ)

उद्देश्य: वर्णमाला लिखने का अभ्यास।
निर्देश: वर्णमाला याद करके लिखो।

पाठ अट्ठाईस

आओ, बगीचा लगाएँ।

अभ्यास-1

- बच्चों ने मैदान में खूब पानी डाला।
- बच्चों ने क्यारियाँ बनाईं।
- बच्चों ने खुरपों से घास खोदी।
- बच्चों ने खुरपों से जमीन खोदी।

- क्यारियों में बीज बोए।
- क्यारियों में खाद डाली।
- पौधों में फूल निकल आए।
- पौधे निकल आए।

उद्देश्य : (1) वाक्यों को पढ़ने का अभ्यास।
(2) घटनाक्रम को समझना।
निर्देश : इन वाक्यों को पढ़ो। सोचो, पहले क्या हुआ। फिर क्या हुआ? फिर खाली जगह में क्रम से 1, 2, 3, 4 लिखो। इसी प्रकार नीचे का अभ्यास करो। (यह अभ्यास पुस्तक की सहायता से करवाया जा सकता है।)

अभ्यास-2

क्य .... क्यारी ....

च्च .... बच्चों ....

च्छ .... अच्छा ....

न्ह .... इन्हें ....

उद्देश्य : संयुक्ताक्षर लिखने का अभ्यास।
निर्देश : इन शब्दों को खाली जगह में लिखो।

अभ्यास-3

उद्देश्य : (1) शब्द-ज्ञान बढ़ाना।
(2) शब्दों का ठीक प्रयोग सिखाना।
निर्देश : ऊपर की पंक्तियों में लिखे शब्दों को पढ़ो। नीचे का वाक्य पढ़कर खाली जगह में ठीक शब्द भरो।

बच्चा	बच्चे	बच्चों
खुरपा	खुरपे	खुरपों
पौधा	पौधे	पौधों

सब .... ने मिलकर घास खोदी।

इस .... में फूल निकल आए।

बच्चो, एक-एक .... ले लो।

बच्चों ने .... से घास खोदी।

अभ्यास-4

उद्देश्य : वाक्य लिखने का अभ्यास।
निर्देश : इस वाक्य को लिखो।

बच्चों ने क्यारियाँ बनाईं।

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अभ्यास-5

उद्देश्य : रचनात्मक अभिव्यक्ति का विकास।
निर्देश : फूलों की क्यारी का चित्र बनाओ।

पाठ उन्तीस

चुनमुन

अभ्यास-1

चुनमुन कौन था?

चुनमुन क्यों रो रहा था?

बगुले ने क्या किया?

उद्देश्य : (1) कहानी का प्रत्यास्मरण।
(2) वाक्यों में उत्तर लिखने का अभ्यास।
निर्देश : इन प्रश्नों के उत्तर लिखवाइए।

अभ्यास-2

मुरगी	भला
चुनमुन	अच्छी
बगुला	शरारती

उद्देश्य : कहानी के पात्रों के प्रति बालकों की प्रतिक्रिया जानना।
निर्देश : मुरगी माँ कैसी थी, उस शब्द तक लकीर खींचो। इसी तरह चुनमुन और बगुला कैसे थे, तक लकीर खींचो।

अभ्यास-3

उद्देश्य : (1) वाक्य निर्माण
(2) वाक्य लिखने का अभ्यास।
निर्देश : बाईं ओर लिखे शब्दों के वाक्य बनाओ।

मटर

बगुला

चुनमुन

मुरगी

अभ्यास-4

उद्देश्य : रचनात्मक अभिव्यक्ति का विकास।
निर्देश : (कहानी से संबंधित) कोई चित्र बनाओ।

चित्र बनाओ।

पाठ तीस

दो बकरियाँ

अभ्यास-1

उद्देश्य : उपयुक्त शब्द का प्रयोग सिखाना।
निर्देश : पहले वाक्य पढ़ो। अब वाक्यों के सामने लिखे दोनों शब्दों में से ठीक शब्द चुनकर खाली जगह में लिखो।

घास .... थी।	हरी/पीली
दोनों बकरियाँ .... थीं।	अच्छी/बुरी
पुल बहुत .... था।	चौड़ा/तंग
बकरी ने सिर .... उठाया।	ऊपर/नीचे

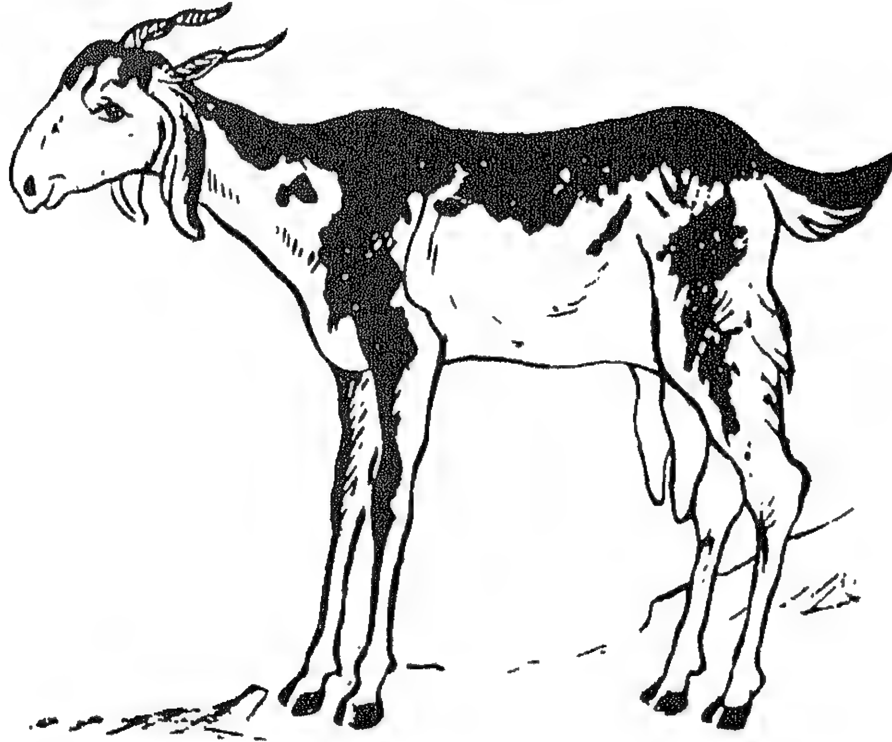
अभ्यास-2

उद्देश्य : (1) कहानी का प्रत्यास्मरण।
(2) पढ़ने का अभ्यास।
निर्देश : इन वाक्यों को एक-एक करके पढ़ो और बताओ, कहानी में यह बात हुई है या नहीं। यदि हुई है तो उसके सामने लिखो हाँ, यदि नहीं हुई तो सामने लिखो– नहीं

नाले के किनारे हरी-हरी घास लगी हुई थी।	☐
दोनों बकरियाँ घास खा रही थीं।	☐
नाले पर बहुत बड़ा पुल बना था।	☐
एक बकरी पुल पर बैठ गई और दूसरी उसके ऊपर से निकल गई।	☐
बकरी बोली – यह पुल बहुत तंग है।	☐
दोनों बकरियाँ पुल पर लड़ने लगीं।	☐

अभ्यास-3

उद्देश्य : रचनात्मक अभिव्यक्ति का विकास।
निर्देश : बकरी के चित्र में रंग भरो और बकरी पर कुछ वाक्य लिखो।



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needs of different target groups of learners and on decentralisation of the process and product of learning to the extent possible.

Another characterstic of the programmes is that only the programmes in the extensive category have fixed targets of enrolment over a period of time. The two programmes in this category aim at covering all the young people with in a limited period of time. The other three programmes in the intensive category are experimental or general in nature and have no fixed targets of enrolment to be achieved with in a fixed period of time.

Chapter - IV

The data for the study

4.1 Sources of data collection

The data for the study was collected from two sources. The first source was the State level agencies administering programmes of Non-formal and part time education for the age group 6-14 years and the UNICEF assisted projects DACEP and CAFE. In most of the States, these institutions also look after the programmes of Adult Education. These institutions are known as the State Institute of Education or the State Council of Educational Research and Training. Almost all the States and Union Territories have such an institution. These institutions are responsible for the academic improvement of the programmes at the school stage. The second source for the collection of the data was the reports of studies undertaken by different organisations in the country in respect of the programmes included in this study. This source of information had to be utilised mainly on account of the limitations of time and resources available for the study. Incidentally, however, it helped in covering the variety and diversity obtaining in the implementation of different programmes in different parts of the country which could not have been possibly managed through field studies. The information so collected was supplemented through unstructured interviews with some of the experts in the country.

Selection of the programmes for the study

4.2.1 The Design Development Meeting held at Bangkok in July/August, 1980 had suggested that one programme of an extensive nature and the other of an intensive nature may be selected for a detailed study. Accordingly the National Adult Education Programme (NAEP) meant for the age group 15-35 years was selected for study under the category of Extensive Programme. The rationale for selecting this programme was that its outcome has a significant importance for the country. This programme has been included under the Minimum Needs Programme in the Sixth Five Year Plan document and its importance lies in the fact that education of the young adults is considered to be a necessary condition for the achievement of targets of universalisation of elementary education. This programme is also important because the process of planned development in the country is directly linked with the success of this programme. The selection of this programme for this study was also guided by the fact that a number of evaluative studies on the programme were available easing out the need for collection of detailed data from primary sources.

[illegible] The [illegible] programme [illegible] for study was [illegible] of [illegible] intensive nature and focussed [illegible] the [illegible] 6-14 years. This programme was [illegible] non-formal [illegible] part time education programme [illegible] by the constituent units of the National [illegible] Educational Research and Training, [illegible] rationale in [illegible] this [illegible] forms [illegible] of an extensive [illegible] by [illegible] of Education [illegible] the Nine [illegible] partial centres [illegible] their [illegible] programme is [illegible] the [illegible] of [illegible] the [illegible].

4.3 Collection of [illegible] from the State Institutes of Education

4.3.1 [illegible] preliminary study [illegible] details of [illegible] of different [illegible] State Institutes of [illegible] supply [illegible] needs [illegible].

[illegible] Adult Education Programme (NAEP)

(ii) Nehru Yuvak Kendras (NYK)

(iii) Non-formal and part-time education programme for age group 6-14 years (NFE)

(iv) Comprehensive Access to Primary Education (CAPE)- a UNICEF assisted Project and

(v) Developmental Activities in Community Education and participation (DACEP)- another UNICEF assisted Project.

4.3.2 The information was collected through a questionnaire which consisted of 24 questions. A copy of the questionnaire appears as Appendix I in this report. The information was sought to be collected from all the 31 States and Union Territories. However, the response from the States was not very encouraging and inspite of repeated requests, filled-in questionnaires were received from only a few States in respect of the different programmes. The number of States that returned the questionnaires duly filled in are shown below against each programme.

Contd...

Table [illegible] Number of responses received from the different Indian States/Union Territories regarding different programmes run by them.

S.No.	Name of the State/UT	Name of the Programme: NFE	DACEP	TAE	[illegible]	Total
1.	GUJARAT	1	x	x	x	1
2.	PUNJAB	1	1	1	x	3
3.	KERALA	1	x	x	x	1
4.	GOA	x	1	1	2	4
5.	MAHARASHTRA	[illegible]	1	x	x	3
6.	MADHYA PRADESH	1	1	1	x	3
7.	TRIPURA	2	x	x	x	2
8.	KARNATAKA	1	1	1	x	3
9.	RAJASTHAN	1	1	x	x	2
10.	ASSAM	1	1	x	1	3
11.	HARYANA	x	1	1	x	2
12.	[illegible]	x	1	1	1	3
13.	LAKSHADWEEP	x	x	x	1	1
14.	TAMIL NADU	x	1	1	1	3
	TOTAL	11	10	7	6	31

Note:- No responses have been received from the States/UTs which do not appear in the above Table.

It may be noted that none of the States reported [illegible] programmes [illegible] the Nehru Yuvak Kendras [illegible] are not directly connected with the implementation of the programme. [illegible]

[illegible]

[illegible] below without [illegible] the [illegible] supplied by the States.

4.3.3 National Adult Education Programme

(i) Almost all the States started the programme in 1979

(ii) The major objectives are reported to be the following:-

(a) to impart functional literacy

(b) to make people conscious of their rights and reponsibilities in a democracy.

(c) to make people conscious of health and hygiene problems and their solutions

(d) to create an awareness for better production techniques.

(iii) The coverage in terms of No. of centres is reported to be as under:-

(a) Goa - 637 centres in three years

(b) Lakshadweep 21 centres

(c) Himachal Pradesh 316 centres

(d) Assam 6927 centres

(e) Mizoram 265 centres

(f) Tripura No. of centres not mentioned.

(iv) Almost all the States have focussed attention on illiterate agriculturists, agriculture labour and other poor sections of the population.

(v) Poverty and illiteracy are reported to be main characteristics of the participants of the programme.

(vi) None of the States has reported any tangible process of identification of educational needs

Although almost all the States have reported functional literacy as [illegible] educational need.

(vii) The process of planning the programme in almost all the States is reported to be [illegible] setting up of State Board of Adult Education, [illegible] committees [illegible] the formulation of the programme.

(viii) [illegible], [illegible] reported, all [illegible] States have [illegible] the [illegible] programme only through [illegible] State [illegible].

(ix) [illegible], no other State has reported preparation of instructional materials for the programme. [illegible] the materials developed by [illegible] are used. In Andhra Pradesh, [illegible] pilot project is [illegible] by the Directorate of Education. The programme is [illegible] eight [illegible] 250 [illegible] period of 10 [illegible]. Instructors [illegible].

(x) All [illegible] the States [illegible] [illegible] established.

(xi) None of the States has reported any mechanism of evaluating the programmes from time to time except that periodic reports of the supervisors is collected.

(xii) Among the main strengths of the programme, most of the States have highlighted only the importance of the programme and among weaknesses, the inadequacy of resources and lack of public cooperation.

(xiii) Most of the States have reported that the programme meets the educational needs of the people only partially. Because of the emphasis on literacy, the awareness aspect receives inadequate attention.

(xiv) Almost all the States have reported that the programme suffers on account of availability of inadequate resources. Almost all the States have suggested that the remuneration of the instructors needs to be raised from the existing Rs.50/- per month to around Rs.100/- or Rs.150/- per month. It has also been suggested that a centre should be allowed to be opened even if the enrolment is around 20 only against the present day expectation of 30 person per centre.

4.3.4 Non-formal and part-time education centres

(i) The programme was started in the reporting States in different years as per details given below:-

1974	-	two States
1975	-	two States
1977	-	two States
1978	-	two States
1979	-	three States

The programme has thus gradually gathered momentum in the different States.

(ii) The major objectives of the programme are reported to be to achieve the target of universalisation of elementary education by covering the drop outs under this programme.

(iii) The number of NFE centres established in the different States is given below:-

(a) Gujarat: No. of centres not mentioned. The coverage is for the entire State. No. of Students is 50977.

(b) Kerala: No. of centres not mentioned. The coverage is for the entire State.

(c) Madhya Pradesh: No. of centres not mentioned. The coverage is for the entire State.

(d) Meghalaya : Age group 6-11 years - [illegible] centres and age group 11-14 years - [illegible] centres.

(e) Punjab : 250 centres

(f) Karnataka: 200 centres in 4 Districts.
No. of students 5000

(g) Maharashtra: 1279 centres.

(h) Rajasthan : 7032 centres.

(i) Assam : 360 centres.

(j) Meghalaya : 680 centres.

(iv) All the States have set up the centres in localities with poor socio-economic and educational conditions.

(v) Economic poverty, lack of educational consciousness and lack of appreciation for the need for girls education are reported to be the main features of the localities in which the centres have been established.

(vi) None of the States has reported a process of identifying the educational needs of the people although some of the States have listed some educational needs like completing schooling etc.

(vii) The question-how was the programme planned has elicited inadequate answers in that most of the States have reported the agencies organising the programme rather than the process of planning.

(viii) In three States, the programme was initiated only in a few districts. In four States, it was initiated in places where the drop out rate was the highest while in four States, it was initiated in areas where participation of the girls in the programmes of the schools was lowest.

(ix) Except in Karnataka, where community support in terms of accommodation, lighting arrangements etc. has been reported to be available, all the other States have reported that the entire expenditure on the programme is met out of State or Central grants.

(x) Six States have reported that instructional materials for the programme have been specifically not developed while the other five States have not reported on this point. Only two of the eleven States have indicated that the programme is run for two hours every day. Likewise only three States have reported that training of teachers for the programme has been organised. All the States have reported that the school teachers [illegible] centres [illegible] time basis.

(xi) In only six States the programme was implemented after conducting a socio-economic survey of the localities.

(xii) The administration of the programme in all the States except Maharashtra is looked after by the Education Department. In Maharashtra, an attemp has been made to entrust it to the local bodies under the Municipal Corporation of Bombay.

(xiii) The involvement of Departments other than education in the organisation of the programme is reported by only three States. The Departments involved are Agriculture, Health, Social Welfare and Cooperation. The nature and extent of collaboration has, however, not been specified.

(xiv) Evaluation of the process and product in the centres is attempted only in some States through periodic reports from the centres. In some States, student achievements are evaluated for purposes of certification enabling students to move on to the formal schools according to their choice. It has been reported that the programme has achieved greater success in places where formal schools do not exist. Students from such centres are reported to be joining the formal schools in the neighbouring areas after the completion of the course.

(xv) No follow up action on the evaluation of the programme has been reported by any State. This shows that the evaluation of the programme for purposes of its improvement has not received a serious attention.

(xvi) Among the strong points of the programme, all the States have reported that it is helping in the achievement of targets of universalisation of elementary education. Among the weak points of the programme, the following points have been emphasised by most of the States.

(a) Achievement levels of the children are not upto the mark.

(b) Attendance is poor and irregular.

(c) Response from the communities is not encouraging.

(d) Part time teachers fail to make the programme effective.

(e) Collaboration from other departments/agencies is difficult to manage.

(xvii) Only four States have reported that the programme meets the educational needs of out-of-school population partially. Response from other States has not been received.

(xviii) Most of the States have reported that the programme has aroused consciousness in the people for the need for education for children resulting in participation of drop outs in the programme.

(xix) Seven out of the eleven reporting States have indicated inadequacy of honoraria paid to the teachers, lack of motivation on the part of teachers, non availability of adequate instructional materials, lack of training programmes for teachers and financial constraints as the main limitations in the effective implementation of the programme.

(xx) The following points have been suggested by seven out of the eleven reporting States for the improvement of the programmes:-

(a) The remuneration paid to the teachers may be increased.

(b) Local unemployed people should be appointed as teachers.

(c) The State Institutes of Education should be strengthened to be in a position to provide effective guidance.

(d) Incentives in the form of stipends, mid-day meals, free uniforms etc. should be made available to students.

(e) Adequate supply of furniture, equipment, teaching aids and audio-visual aids should be ensured for the centres.

4.3.5 <u>Comprehensive Access to Primary Education (CAPE)</u>

(i) Four of the seven reporting States took up the programme in 1979 while the remaining took it up in 1980.

(ii) Since the programme has been in operation only for the last one or two years, the States have only reproduced the scheme in their responses. As such it is not considered necessary to reproduce the responses here. There are two important points, however, that need to be noted from the responses received from the States. The first is that all the States are appreciative of the efforts being made under the programme for development of relevance based and local specific instructional materials for the disadvantaged sections of the people. It has been reported that it would help in vitalising the programmes of non-formal and part-time education in course of time. The other point reported by the States is that the State level agencies and the training institutions need to be guided, strengthened to do justice to the programme.

(iii) Since this is a UNICEF assisted programme being centrally monitored and guided, the details of the scheme may be seen in Chapter 3.

4.3.6 Development activities in community education and participation (DACEP)

(i) The programme was taken up in some of the States as early as 1976 and in some others as late as 1981. In the first group of States, it has been gradually extended from two villages to around six villages.

(ii) Being a centrally sponsored programme, the objectives for the programme in all the States are nothing but a reproduction of the scheme as such.

(iii) All the States have reported that the programme is implemented in 2-6 villages in the educationally, socially and economically backward areas of the State.

(iv) High rate of illiteracy, economic poverty and social backwardness are reported to be the main characteristics of the localities in which the programme is implemented in almost all the States.

(v) The question relating to the process and product of identification of educational needs has not elicited specific responses. All the States have reported that educational needs were identified on the basis of the socio-economic survey of the localities. Removal of illiteracy, awareness about healthy living and improvement

of economic conditions through participation in developmental activities are the main needs reported to have been identified for the different age groups.

(vi) Most of the States have responded that the programmes for the centres were planned on the basis of socio-economic surveys and discussions among community members and representatives of the developmental agencies.

(vii) Most of the States have reported that UNICEF funds are the main source of meeting the expenses on the organisation of the programme. Funds from the State Government are also being used in some States. Support of the community in terms of accommodation and facilities is [illegible] forthcoming in some of the States only.

(viii) Among the major activities under the project, almost all the States have reported organisation of non-formal education programmes for the age group 6-14 years, adult education programme for 15-[illegible] age group and Mahila Mandals and discussion groups for girls and women. Craft and production activities are reported to be the main [illegible] of programmes for [illegible] and girls. Instructional materials for [illegible] programmes for the different age groups are reported to have been

prepared in almost all the States reflecting the local needs and conditions of the people. These materials are, however, reported to be quantitatively inadequate. The number of participants in the programmes of the centres has only been reported by Madhya Pradesh to be between 78 and 105.

(ix) Administratively the centres are under the control of the nearby teachers training institutes and the State Institute of Education in the State.

(x) The departments other than education collaborating in the implementation of the programme are reported to be Agriculture, Health, Social Welfare, Animal husbandary, Community Development, Cooperatives and Panchayats. The nature and extent of collaboration has not been reported by any State.

(xi) Evaluation of the programme is reported to have been attempted only in a few States on the basis of periodic meetings and discussions with people in the locality. Suitable follow up action is also reported to have been taken in terms of modification of the programmes in some States.

(xii) Among the strong points of the programmes, almost all the States have reported that it has generated a consciousness in the people about the importance of education and has enabled the communities to get benefits of developmental programmes through the involvement of development agencies. The first [illegible] reported to be reflected in increase in the number of participants in the programmes of the centres [illegible] reflected in improvement [illegible] conditions in the localities. [illegible] point of the programme, most States [illegible] reported [illegible] coverage in terms of number of localities, inadequate supply of materials [illegible] and inadequate remuneration [illegible] the workers [illegible] so enthusiastic [illegible] more effective [illegible].

(xiii) The programme is reported to have only partially met the educational needs in the selected localities in almost all the States. Many States [illegible] pointed out that [illegible] in the [illegible] conditions can only be [illegible] gradually.

(xiv) Almost all the States [illegible] the remuneration [illegible] must be [illegible] in the programme. [illegible] States have [illegible] that the

coverage in terms of number of localities needs to be increased. Adequate supply of instructional materials and aids for the centres is also suggested by three States to improve the programme.

4.4 Data from other sources

Data from other sources has been collected mainly in respect of (i) the National Adult Education Programme (NAEP) and (ii) the non-formal and part time education programme organised on an experimental basis by the constituent units of N.C.E.R.T. As these two programmes were selected for a little more intensive study as per suggestions of the Design Development Meeting. The data available in respect of these two programmes is given below:-

4.4.1 National Adult Education Programme (NAEP)

Two types of data in respect of the NAEP were available from the publications of the Directorate of Adult Education. The first type of data refer to the quantification of number of Adult Education Centres functioning in 1979 and 1980. This data provides an estimate of the coverage achieved under the programme. The second type of data were available from the evaluation studies carried out by institutions of repute about the functioning of the Adult Education Centres. Under this category, the data

included in this study are drawn from a paper by Dr. Anita Dighe et. al. entitled 'Appraisal Studies of the Adult Education Programme' their implications for policy planning and management.

(i) The number of Adult Education Centres running on [illegible].6.79 and 1st April, 1980 are given below:-

As on [illegible].6.7[illegible]

(a)	Rural Functional Literacy programme	- 27996 centres
(b)	State Govt. Project	- 19644 centres
(c)	Voluntary [illegible] with Govt. of India [illegible]	- 19029 centres
(d)	Voluntary [illegible] Govt. of India [illegible]	- 1[illegible]650 centres
(e)	Nehru Yuvak Kendras	- 7129 centres
(f)	Universities	- [illegible]6[illegible]4 centres
(g)	I.C.D.S.	- [illegible]04[illegible] centres
	TOTAL	[illegible]1131 centres

Source: National Adult Education Programme, The First Year Ministry of Education and Culture, New Delhi, 1979; p.14

As on 1.4.1980

(a)	Rural Functional Literacy Programme	- 37643 centres
(b)	State Govt. Projects	- 38178 centres
(c)	Voluntary agencies with central assistance	- 11293 centres
(d)	Nehru Yuvak Kendras	- 1514 centres
(e)	Universities and Colleges	- [illegible] centres
(f)	Others	- [illegible] centres
	TOTAL	[illegible] centres

Source: NAEP Newsletter; Vol.IV No.2; March-April, 1981; p.5.

(ii) In the review of the six appraisal studies on National Adult Education Programme, Dr. [illegible] Dighe and her colleagues of the Directorate of Adult Education have brought out the following points which have bearing on policy and planning decisions.

(a) Except in Tamil Nadu, a larger number of male centres were in operation than female centres. In Bihar, only 10 per cent of the centres were meant for females.

(b) The participation rate of SC/ST population was found to be encouraging except in Rajasthan, where their participation rate was less than the percentage of S.C. population in the State.

(c) The average [illegible] per centre varied from 21 in Tamil Nadu to [illegible] in Gujarat. The [illegible] of the averages worked out to [illegible] which is slightly less

than the recommended average enrolment of [illegible] learners per centre. It has been pointed out that these averages hide some important trends in that, in practice, learners continue to drop out and fresh learners are enrolled throughout the total duration of the programme [illegible] keeping [illegible] effective enrolment around 30.

(d) The average daily attendance in the centres varied from 17.[illegible] in [illegible] to [illegible]5.3 in [illegible]. The mean value of the averages comes to around [illegible].

(e) Before the programme completes its 10 months duration, wastage occurs in various forms. For various reasons, the centres close or the learners drop out before completing the course or even if they continue to the duration of the course, their attainments may not be adequate. On an average 17 percent of the centres close before they complete the full duration of 10 months and [illegible] per cent of the learners drop out before completing the programme.

(f) Not more than 50% of the learners successfully complete the course in terms of achievements.

(g) The studies show that the instructors by and large possess low educational qualifications.

(h) A majority [illegible] portion of instructors belong to the Scheduled Castes/Scheduled Tribes and other backward communities.

(i) Except in Tamil Nadu, more male than female instructors were running the programme.

(j) While very little is revealed by the studies about the content, quality and relevance of the training given to the instructors, it has been observed in some states that the training organised was some times very less, and only in some cases at the commencement of the programme. The inadequacy of the honorarium for the instructors has also been pointed out by the studies.

(k) The studies indicated that dissatisfaction was expressed by the various functionaries about delay and inadequacy of training/learning materials. There was also mention of lack of appropriate learning materials.

(l) While the studies showed that by and large, the emphasis of the adult education programme remained mainly on literacy, some attempt has been made, particularly by Maharashtra and Bihar to extend the scope of the programme to include 'functionality' and 'awareness' components. Lack of cooperation from the development agencies was the main reason for the programme remaining a literacy effort.

(m) The involvement of the community ... providing facilities for the centres ... marginal in all the places.

4.4.2 Non-formal and part time education programme

Non-formal and part time education programmes for the age group 9-14 years have been in operation all over the country for the last few years. In the nine educationally backward States, the programme is funded through the resources of the State/Union Territory. The National Council of Educational Research and Training has also been organising some Non-formal education centres on experimental basis through its constituent units all over the country. A review of the progress of work under this programme is being currently carried out by the Ministry of Education and Culture, Govt. of India. The findings of the review have not yet become available.

For purposes of this study, the information in connection with the NFE centres organised by the constituent units of NCERT has been derived from an unpublished publication of N.C.E.R.T. entitled 'Directory of NCERT's NFE Centres'. This data is [illegible] 4.5, 4.6 and 4.7.

Table 4.2 Enrolments in NCERT run NFE Centres

S.No.	Organising agency	State	No. of Centres	Total enrolment Boys	Girls	Total	SC/ST Enrolment Boys	Girls	Total
1	2	3	4	5	6	7	8	9	10
1.	RCE Ajmer	Jammu & Kashmir	10	NA	NA	357*	160	9	169
2.	"	Utfar Pradesh	4	NA	NA	108*	45	-	45
3.	"	Rajasthan	8	NA	NA	239*	201	90	291
4.	RCE Bhopal	Madhya Pradesh	12	NA	NA	NA	150	35	185
5.	"	Maharashtra	10	NA	NA	NA	166	39	255
6.	"	Gujarat	10	NA	NA	NA	182	126	308
7.	RCE Bhubaneshwr	West Bengal	10	NA	NA	339	99	118	217
8.	"	Assam	10	NA	NA	541	177	191	368
9.	"	Bihar	10	NA	NA	383	179	83	262
10.	"	Orissa	10	NA	NA	352	146	20	166
11.	RCE Mysore	Karnataka	10	293	125	418	92	58	150
12.	F.A Hyderabad	Andhra - Pradesh	10	268	64	332	71	25	96
13.	F.A.Gujarat	Assam	10	NA	NA	5[illegible]1	124	133	257
14.	F.A. Patna	Bihar	9	NA	NA	103	69	34	103
15.	F.A. Ahmedabad	Gujarat	10	NA	NA	341	215	56	271
16.	F.A. Srinagar	J&Kashmir	7	186	128	314	NA	NA	NA
17.	F.A. Bangalore	Karnataka	10	NA	NA	377	38	3	41
18.	F.A. Trivendrum	Kerala	10	NA	NA	NA	16	11	27
19.	F.A.Bhopal	M.P.	6**	130	88	218	12	27	39
20.	F.A. Bhubaneshwar@	Orissa	6**	NA	NA	151	138	13	151
21.	F.A.Chandigarh@	Punjab	7	NA	NA	187	103	84	187
22.	F.A.Jaipur@	Rajasthan	9	NA	NA	217	106	111	217
23.	F.A. Madras	Tamil Nadu	9	197	174	371	114	82	196
24.	F.A. Calcutta@	West Bengal	10	220	200	420	220	200	420
		Total	207			[illegible]	[illegible]	1577	4400
						Mean = 38	Mean = 14	8	22

Notes (i) * Shows average attendance and not enrolement
(ii) ** " that details for other centres are not availabe
(iii) @ " that enrolments in respect of SC/ST have been reported
(iv) NA " that information was not available.

Source: Sharma, H.L.; Directory of NCERT's NFE Centres; NCERT; New Delhi; June 1981

[illegible] Centres

S.No.	Organising Agency	State	No. of Centres	No. of Teachers M	F	Total	Whether S.C./ST. M	F	Total	Age span
1.	RCE, Ajmer	Jammu&Kashmir	10	5	5	10	2	-	2	20-30
[illegible]	"	Uttar Pradesh	[illegible]	4	-	[illegible]	-	-	-	-
[illegible]	"	Rajasthan	[illegible]	8	1	[illegible]		-	2	[illegible]
[illegible]	RCE, Bhopal	Madhya Pradesh	12	10	[illegible]	12	-	-	-	21-[illegible]
5.	"	Maharashtra	10	[illegible]	1	10	[illegible]	-	5	21-[illegible]
6.	"	Gujarat	10	10	-	10	-	-	-	21-[illegible]
[illegible]	RCE, Bhubaneswar	West Bengal	10	8	[illegible]	10	[illegible]	1	[illegible]	[illegible]-26
[illegible]	"	Assam	10	7	[illegible]		1	2	[illegible]	[illegible]
[illegible]	"	Bihar	10	10	-	1[illegible]	[illegible]	-	3	25-[illegible]
[illegible]0.	"	Orissa	10	10	-	10	-	-	-	20-35
11.	RCE, Mysore	Karnataka	10	[illegible]	1	10	1	-	1	21-30
12.	F.A. Hyderabad	Andhra Pradesh	10	10	-	10	-	-	-	20-[illegible]
13.	F.A., Gauhati	Assam	10	10	-	10	1	-	1	21-24
14.	F.A. Patna	Bihar	10	10	-	10	-	-	-	-
15.	F.A., Ahmedabad	Gujarat	10	6	[illegible]	10	1	-	1	21-40
16.	F.A., Srinagar	Jammu&Kashmir	7	6	1	7	-	-	-	23-30
17.	F.A., Banglore	Karnataka	10	10	-	10	-	-	-	21-32
[illegible]	F.A., Trivandrum	Kerala	10	[illegible]	[illegible]	10	-	1	1	21-[illegible]
[illegible]	F.A. Bhopal	Madhya Pradesh	10	[illegible]	1	10	-	-	-	21-66
[illegible]	F.A., Bhubaneshwar	Orissa	10	10	-	10	[illegible]	-	3	21-40
[illegible]	F.A., Chandigarh	Punjab	[illegible]	6	[illegible]	[illegible]	-	-	-	19-40
[illegible]	F.A., Jaipur	Rajasthan	[illegible]	8	1	[illegible]	-	-	-	25-55
[illegible]	F.A., Madras	Tamil Nadu	9	9	-	[illegible]	1	-	1	19-32
[illegible]	F.A., Calcutta	West Bengal	10	7	3	10	-	-	-	20-37
	Total		228	1[illegible]7	30	[illegible]27	2[illegible]	[illegible]	[illegible]7	
	Percentage			86.8	13.2	100.0	10.1	[illegible]	11.[illegible]	

Source: Sharma [illegible].L., Directory of [illegible], [illegible] (Mimeo); June, 19[illegible]1.

Contd.............

Table [illegible].4 [illegible]
[illegible] NFE [illegible]

S.No.	Organising agency	State	No. of centres	Under matriculate M	Under matriculate F	Under matriculate T	[illegible] M	[illegible] F	[illegible] T	[illegible] M	[illegible] F	[illegible] T
1.	RCE, Ajmer	Jammu & Kashmir	10	4	4	8	1	1	2	–	–	–
2.	"	Uttar Pradesh	4	4	–	4	–	–	–	–	–	–
3.	"	Rajasthan	9	1	1	2	6	–	6	1	–	1
4.	RCE, Bhopal	Madhya Pradesh	12	–	–	–	7	–	7	5	[illegible]	[illegible]
5.	"	Maharashtra	10	–	–	–	9	1	10	–	–	–
6.	"	Gujarat	10	–	–	–	8	–	8	2	–	2
7.	RCE, Bhubaneshwar	West Bengal	10	–	–	–	5	2	7	3	–	3
8.	"	Assam	10	–	–	–	6	2	8	1	–	1
9.	"	Bihar	10	–	–	–	10	–	10	–	–	–
10.	"	Orissa	10	–	–	–	9	–	9	1	–	1
11.	RCE, Mysore	Karnataka	10	–	–	–	5	–	5	4	1	5
12.	F.A., Hyderabad	Andhra Pradesh	10	5	–	5	4	–	4	1	–	1
13.	F.A., Gauhati	Assam	10	–	–	–	10	–	10	–	–	–
14.	F.A., Patna	Bihar	10	1	–	1	6	–	6	3	–	3
15.	F.A., Ahmedabad	Gujarat	10	–	2	2	2	2	4	4	–	4
16.	F.A., Srinagar	J.& K.	7	–	–	–	6	1	7	–	–	–
17.	F.A., Bangalore	Karnataka	10	–	–	–	8	–	8	2	–	2
18.	F.A., Trivandrum	Kerala	10	–	–	–	6	3	9	–	1	1
19.	F.A. Bhopal	Madhya Pradesh	10	–	–	–	4	–	4	5	1	6
20.	F.A., Bhubaneshwar	Orissa	10	5	–	5	5	–	5	–	–	–
21.	F.A., Chandigarh	Punjab	8	–	–	–	5	2	7	1	–	1
22.	F.A., Jaipur	Rajasthan	9	–	1	1	8	–	8	–	–	–
23.	F.A., Madras	Tamil Nadu	9	9	–	9	–	–	–	–	–	–
24.	F.A., Calcutta	West Bengal	10	3	2	5	2	1	3	2	–	
	Total		228	32	10	42	132	15	147	35	5	[illegible]
	Percentage			14.9	4.4	19.3	58.0	6.6	64.6 (16.1)	14.0	[illegible]	

Source: Sharma H.L., Directory of NCERT's NFE Centres; NCERT, New Delhi, (Mimeo); June, 1981.

Chapter IV

Analysis of data and conclusions

4.1 This study has been concerned with the two basic questions of adequacy and effectiveness of the efforts made in India for meeting the educational needs of young people without schooling or with incomplete schooling. The data presented in the previous chapter is, therefore, analysed against these two criterion points.

4.2 The Adequacy of the efforts

4.2.1 The adequacy of the efforts being made in the country can be judged from two stand points viz (i) against the National estimates of the needs and (ii) against the targets fixed under the specific programmes. It may be noted in this context that the two major programmes, viz the Non-formal and part-time education programme (NFE) for the age group 9-14 years and the National Adult Education Programme (NAEP) for the age group 15-35 years have been launched with specific targets of enrolment. These targets fall short of the National estimates of total needs for a variety of reasons most important among them being (a) the non feasibility of expansion of the programmes and (b) the limitations of available resources, both human and material. The available data would, therefore, be first analysed in terms of the targets fixed under

the programmes and been un ... to see the extent to which the programmes ... total needs.

4.2.2 <u>The Non-formal and part time education programme for the age group 9-14 years (NFE)</u>

4.2.2.1 The Working Group on Elementary Education had fixed a target of covering 12.0 million children in the age group 6-11 years and another 4.0 million in the age group 11-14 years by the end of 1983 under this programme. The targets fixed by the Ministry of Education were of almost the same order. As per the Ministry's targets, 9.382 million children were to be covered under the programme by the States under their Master Plans for Universalisation of elementary education and an additional 2.963 million children were to be covered in the nine educationally backward States with the help of central assistance. The total target would thus come to 12.345 million as against the target of only 12.0 million recommended by the Working Group.

4.2.2.2 Data on the coverage achieved so far was not available from all the States/UTs. with the result that an exact estimate of the achievement of targets can not be formed. The data received from the ten States/UTs for this study (Refer to para 4.3.4)

indicate that the programme has been gradually gathering momentum in the different States/UTs. The State of Gujarat, Kerala and Madhya Pradesh have not mentioned the number of centres established but have reported that the entire State is covered under the programme. In the remaining six States the total number of centres comes to around 9800 which could be expected to meet the needs of around .3 million children at the rate of 30 children per centre. If the achievements in these six States are taken as representative for the whole country, it would suggest that the total coverage under the programme so far would be five times the achievements in the six States as there are 31 States/UTs in all in the country. The achievement for the whole country could thus be taken to be of the order of 1.5 million against the target of 12.0 million by 1983. Since the programme has been in operation for the last three years after the formulation of the scheme, it could be hoped that it would gather further momentum in the next few years. Even then, it would appear that to achieve the target of covering 12.0 million children under the programme by 1983 would be possible only when very strenuous efforts are made over the next two years.

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4.2.2.3 The findings of the Fourth All India [illegible] Survey with regard to age specific enrolment [illegible] in the schools (Refer to para 2.11) would suggest raising of enrolment targets under the programme to still higher levels so as to achieve the coverage of the entire population as per constitutional provisions. In view of this it could be concluded that the existing achievements under the programme are not adequate enough to help in the achievement of the larger goal of ensuring the right to education to all the children in the age group 6-14 years.

4.2.2.4 The two significant target groups to be covered under the project have been (a) the scheduled castes/ scheduled tribes population, which constitute the main disadvantaged sections of the society and (b) girls who get deprived of education because of various socio-economic reasons. Although data with regard to the rate of participation of the target groups in the programme for the country as a whole has not been available, the data available for the 207 non-formal and part - time education centres organised under the aegis of N.C.E.R.T. could be used to throw some light on the participation rates. It has, however, to be noted that these centres, run on an experimental basis, all over the country have

had a specific focus of covering the disadvantaged sections of the society. This data could not, therefore, be taken to be representative of the scene available in the country. Table 4.2 brings out the fact that the mean enrolment in 165 of these centres for which data was available was 38. The break up of this figures in terms of enrolment of boys and girls is not possible in view of non-availability of data. In 200 of those centres, the average enrolment of SC/ST boys and girls together works out to be 22, or 58 per cent of total enrolment. The break up of this average enrolment in terms of boys and girls comes to 14 and 8 giving a percentage of 37 and 21 respectively. Judged from this data, the participation of the SC/ST population in the programme seems to be very satisfactory. It has however to be noted that the rate of participation of girls in the programme is roughly half of that for the boys which would suggest that even in the disadvantaged sections of the society, the programme has not succeeded in enrolling girls in the same proportion in which it has enrolled the boys. One of the main factors for this limitation could be the proportions in which male and female teachers are engaged in running the

centres. It goes without saying that the presence of a lady teacher in the centre could provide greater inclination to the parents to send the girls to the centres. From Table 4.3 it is noted that even in the experimental centres of N.C.E.R.T., the proportion of lady teachers was only 13.2 per cent of the total number of teachers. It is also noted that only 11.7 per cent teachers belonged to the SC/ST category and the percentage of lady teachers under this category comes to a paltry 1.8 per cent.

4.2.2.5 While it is not possible to go into the reasons for this low involvement of lady teachers, both in the whole group as well as the SC/ST category, as data on the point is not available, it could be concluded that without an adequate involvement of lady teachers in both the general and the SC/ST category, it would be difficult to ensure greater participation of girls in the programme. If might as well be reasonable to think that the participation of disadvantaged sections of the society in the programme could be considerably improved if larger number of teachers for this work are drawn from this category. It is to be noted in this context that the scheme formulated by the Ministry of Education does not include any suggestions on this point.

4.2.2.6 This programme [illegible] with [illegible] involving the disadvantaged sections [illegible] a process of learning to help them [illegible] regain the [illegible] opportunity. It has been in existence only for the last few years. The scant data available for this study does not justify formulation of a definite opinion on the adequacy of the effort. It would, however, be reasonable to suggest that various aspects of the programme need to be reviewed from time to time through detailed studies. This preliminary study could be taken as only one step in that desired direction.

4.2.3 <u>National Adult Education Programme (NAEP)</u>

4.2.3.1 The target fixed under the programme were to cover 100 million adults by 1983-84. The cumulative coverage upto 1979-80 was to be 6.0 million and that upto 1980-81 was to be of the order of 15.0 million. As against this the number of centres for Adult Education in existence in the year 1979-80 were 94181 giving an enrolment of [illegible] million at the rate of 30 adults per centre. In the year 1980-81, the number of centres decreased marginally to the figure of 91540 giving an enrolment of [illegible].71 million adults (Refer to para [illegible]). Cumulatively, the coverage

upto 1980-81 comes to around 5.4[illegible] against the target of 15.0 million. The [illegible] received from the States through the questionnaire are far too inadequate to throw any more light on the achievements under the programme. The achievements under the programme are, thus, inadequate to match the gigantic task of covering 100 million adults by 1983-84.

4.2.3.2 If an account is taken of the increase in the number of illiterates in the country as revealed by the 1981 census (Refer to para 2.6), the target would have to be revised from 100 million to 128 million which would further point out the inadequacy of the efforts inspite of the policy declarations.

4.2.3.3 In terms of the participation of SC/ST population and women as the two main target groups under the programme, the available appraisal studies point out that while participation rate of SC/ST population was found to be satisfactory (except in Rajasthan), the participation rate of women in the programme was fairly low. It is to be noted in this context that the low participation rate of women could once again be attributed to a low proportion of female instructors as it has been reported that except in Tamil Nadu,

more male than female instructors ... in the programme. The satisfactory participation rate of SC/ST population could also likewise be attributed to the high proportion of instructors belonging to this category (Refer to 4.4.1). This would suggest that in order to succeed in covering the target group of women, it would be desirable to lay stress on opening of larger number of centres for women and on increasing the proportion of women instructors.

4.3. The Effectiveness of the Programmes

4.3.1 The data available is amenable to an analysis for effectiveness of the programmes on the following points:

(a) Identification of educational needs of learners

(b) Motivation of the participants

(c) Quality of the teachers

(d) Quality of instructional materials and

(e) Availability of resources.

4.3.2 Identification of the educational needs

A major criterian in determining the effectiveness of the programmes in their suitability to meet the identified educational needs of the people. It is to be noted in this context that both the extensive programmes as well as

the three programmes of an intensive nature covered under this study start with the basic premise of developing the programmes according to the identified needs of the people. The responses received from the States/UTs. for the different programmes and the findings available from other studies bring out the fact that inspite of the appreciation of the importance of identification of educational needs for the different target groups and at as decentralised a level as possible, the only effort mode under the programmes is the organisation of a survey of socio-economic conditions for the localities in which the programmes are launched. In a very general way, this effort is taken to be identical to the identification of educational needs. A report on the effort made under project DACEP for identification of educational needs of out-of-school population is included in the report as Appendix-II. As has been pointed out in chapter I, the term 'educational needs' is not amenable to a specific definition although it could be taken to be synomyuous with Pupil needs. Going by the definition of pupil needs in Good's 'Dictionary of Education', an identification of educational needs for a specific target population would involve discussions with the target population for eliciting the educational needs

besides a study of their socio-economic conditions. A process of determining educational needs for specific target populations on the basis of a study of their socio-economic conditions, does not seem to have emerged in the country as yet. It is also not known if such a process has been developed elsewhere. However, it is clear that one of the limiting factors in making the efforts effective could be an inadequate understanding of the educational needs of the young people. In order to make the programmes effective, it would be desirable to pay greater attention to this aspect of work.

1.3.3 Motivation of the participants

1.3.3.1 Motivation of the participants depends to a great extent on their vision of the utility of the programmes to meet their immediate and distant needs. All the five programmes under study are focussed at meeting the educational needs of people belonging to the disadvantaged sections of the society where poverty is the main constraint. The support of the developmental agencies in bringing about gradual changes in the socio-economic conditions of these people is seen as important for the effectiveness of all the programmes under study. The NFE, NAEP and the NYK aim at

involving people in the development [illegible].
DACEP views participation in programmes [illegible]
grow concurrently with changes in socio-economic [illegible]
through the support of the developmental agencies.
The CAPE programmes depends on the help of the developmental
agencies in the identification of suitable learning
sequences. The available data, however, suggests that
the support available to these programmes from the
developmental agencies is both inadequate and difficult
to manage. A mechanism of coordination of effort between
the education department and the developmental departments
of Health, Agriculture, Industries, Animal husbandry and
others has not yet emerged. In the absence of this
mechanism, the developments promoted by all these
departments remain isolated and fail to provide support
to each other.

4.3.3.2 An index of the motivation of the learners is
available under the NAEP. It is noted that against an
average enrolment of 28 adults per centre, the average
daily attendance varies from 17.8 in Tamil Nadu to
25.3 in Gujarat. The mean value of average attendance
comes to 20. It is also noted that around 18 per cent
of the learners drop out before completing the programme
and around 50 per cent fail to attain desirable levels
of achievement. The erratic trend noted in enrolments
being carried out throughout the duration of the course
to keep the enrolments in the ....

region of 30 for each centre suggest that it is more the desire of the organisers to maintain the functioning of the centres rather than the desire of the participants to take full advantage of the programme. This lack of motivation on the part of the learners erodes the effectiveness of the programme and, therefore, deserves attention. Although data on this aspect in respect of other programmes is not available, it is possible that the situation may not be very different there too. Further detailed studies on this aspect need to be carried out to find solutions to this problem.

4.3.4 Quality of Teachers

4.3.4.1 The quality of the teachers is mainly dependent on three factors viz (a) their educational qualifications, (b) their training and (c) their incentives. Under the National Adult Education Programme, it is noted that the instructors generally possessed low educational qualifications and received either no training for the job or inadequate training limiting the scope of their effectiveness. Inadequate honorarium for the work is reported to be working as a disincentive and, therefore the States have suggested the need for increase in the amounts paid to them as honorarium.

4.3.4.2 From the data available for N.C.E.R.T. ... Centres, it is noted that around 6[illegible].6 per cent of the teachers were either matriculates or possessed [illegible] higher qualifications and as much as 16 per cent were graduates. Once again it is to be noted that this situation is not representative of the country as a whole as teachers in these centres get around twice as much interms of honorarium as their counterparts in the State run centres. The States have, therefore, suggested the need for improvement in the honorarium paid to the teachers for work in the NFE centres. The response from the States also indicates that no specific training programme has been offered to these teachers as most of them are drawn from the regular schools to work in the NFE centres on a part-time basis. In view of their pre-service training, which is mainly focussed on the needs of the formal school and in the absence of specific orientations to the needs of the non-formal approach, it is understandable that these teachers conduct the programmes, in the NFE centres on the lines of the formal school limiting the effectiveness of the programme considerably.

4.3.4.3 This lacuna in the training of teachers [illegible] in the NFE centres is sought to be met through the implementation of Project CAPE which aims at reorienting the programmes in the elementary teacher training institutions/to train student-teachers for work both in the formal schools and the Non-formal education centres. However, the products of this programme, which is still in its developmental stages, would take a few years to reach the employment level in view of the limited employment opportunities in the country. Mean while, it is necessary to develop training programmes for the teachers working in the centres to make the programme effective.

4.3.4.4 The scheme visualises the placement of one teacher for each centre of non-formal and part-time education irrespective of the age group dealt by it. The data available for N.C.E.R.T. run centres reveals the existence of one teacher per centre. The question worth a consideration is whether this provision should be taken as enough even in the centres for the age group 11-14 years where the course is not to be restructured as in the case of centres for age group 9-11 years. The assumption that all the students in the centre would be beginning the work at the same level enabling a teacher to do justice

to a group of students may not be [illegible] of the problem of drop outs at all stages of the ladder. It appears that a very simplified view has been taken of the past educational attainments of children coming to the non-formal education centres at both the age levels with the result that a provision for only one teacher per centre has been made in the scheme. In the age group 9-11 years, it might work well but in the centres for the age group 11-14 years it might be desirable to increase the number of teachers to make the programme effective.

4.3.5 Quality of instructional materials

Very little data on this aspect of the programmes is available except that the supply of instructional materials in the NAEP centres are reported to be both inadequate in quantity and not very suitable to the needs of the learners. Under the NFE and the DACEP also only some States have reported preparation of specific instructional materials suitable to the needs of the learners. In terms of quantity, however, the supply of these materials in the centres is reported as inadequate. Project CAPE is generating a mechanism for the development of local specific and relevance based instructional materials which after trial testing would help in meeting the needs of the NFE centres to

a considerable extent and of the NAEP centres to [illegible] extent only. A mechanism for the development of local specific and relevance based materials in adequate quantity and variety still needs to be generated to improve the effectiveness of the programme.

4.3.6 Availability of Resources

Almost all the programmes depend exclusively on the availability of resources from the State or Central budgets or are partly funded by UNICEF assistance. This brings in serious limitations in their expansion and improvement. The hope that local communities will be able to extend facilities for the organisation of the programmes has been fulfilled in only a few States. Under the given circumstances, the limitations with which both the extensive programmes of NAEP and NFE suffer will not get removed unless either greater provisions for education are made in the budgets of the States and the Centre or greater assistance is received through UNICEF and UNESCO sources.

CHAPTER VI

Recommendations

In view of the commitment of the Nation ... a right to education for all the young people, it may not be out of place to put forth a few suggestions for the achievement of the goal, inspite of the limitations of this study. These suggestions are:

(i) The enrolments under the Non-formal and part time education programme (NFE) meant for the children of age group 9-14 years have not so far been of an order which may inspire a hope of the achievement of the targets fixed for the programme. The inadequate participation of girls in the programme has to receive greater attention in the years to come. Stress has, therefore, to be laid on involvement of a larger number of women-teachers in the organisation of the work in the NFE centres.

(ii) There is a greater stress at present on the coverage of the age group 9-11 years under the NFE programme. A limited coverage in the age group 11-14 years has been visualised in the scheme. While the younger age group poses problems in participation on account of the limited provisions in terms of number of centres for this age group. It might be desirable to think of other alternative a approaches to supplement this effort for meeting the needs of this age group. This is all the more necessary in view of the nature of the programmes to be offered by the

NFE centres to this age group. As per the scheme, the condensation of the courses offered in the middle is not being visualised for the courses to be offered through the NFE centres as is the case for the [illegible] group. In order to make the programmes effective in the NFE centres, there would either be need for at least three teachers for each centre to deal with three different groups of children having left school at the end of Class V, VI or VII or the centres would be able to enrol children at only one achievement level. The first alternative would mean greater costs, which in view of the limitations of available resources would tend to further reduce the number of centres. The second alternative, on the other hand, would tend to ignore the needs of two thirds of the population, needing the programme, to regain the lost opportunity. Both ways, the programme will be faced with limitations which would not be in keeping with the National aspirations. In view of this, it is felt that the needs of a large majority of children desirous of completing the middle school stage, inspite of the limitations caused by unsuitability of school timings, could be met through the offering of correspondence courses. These courses could greatly reduce the workload on the teachers and help in covering the target populations within the limitations of available resources. It may be noted in this context that the Central Board of Secondary Education has already lauched

a programme of this nature by setting up the [illegible] which aims at helping the deprived sections of [illegible] to complete their studies upto the matriculation stage. [illegible] effort, on similar lines, aimed at helping children [illegible] complete the middle school stage could greatly help in overcoming the limitations of the NFE centres for the age group 11-14 years. These centres could, then concentrate attention on the functional nature of courses which, in itself, is not a small thing to achieve. The quality of functions enjoined on the NFE centres could, thus, be reduced considerably.

(iii) The limitations of available resources and the gigantic proportions of the magnitude of the task in meeting the educational needs of all the young people in the country has compelled the planners to restrict expenditure on each aspect of both the NFE and the NAEP, often resulting in serious limitations in achievement inspite of best of intentions. Different aspects of these programmes have, therefore, to be reviewed at regular intervals, through detailed studies, to identify the needed changes for the optimisation of the efforts. A much larger support of the international agencies in the implementation of these programme could also be discussed at appropriate levels to overcome the limitations of available resources.

Appendix [illegible]

[illegible]
MEETING [illegible]
WITHOUT SCHOOLING OR WI[illegible]

QUESTIONNAIRE TO FURNISH INFORMATION REGARDING EXISTING PROGRAMME

I D E N T I F Y I N G   D A T A

1. Name of the Institution/Agency implementing the programme (with complete postal address)

2. Name of the programme

3. Whether Governmental programme/ Private/Govt. sponsored

4. Cl[illegible]entele (Age-group covered) of the programme

1. How long has the project been in operation? (complete years) Please indicate also the exact date and year of commencement of the programme.

2. Programme Objectives (Please indicate both general and specific objectives of the programme).

3. Areas covered by the project (Please specify districts, number of villages/centres, rural/urban areas the type of group(s) it is catering to e.g. ST/SC etc.).

4. Briefly describe the socio-economic and educational conditions of the communities covered by the pr[illegible].

5. Please indicate the main problems faced by the communities and their magnitude.

6. What major educational needs of the communities identified for meeting which the programme was [illegible].

7. How was the programme planned? (Agencies involved, steps taken etc.)

8. How was the programme initiated? (Please spec. the types of area and procedures involved and justification for the programme).

9. Briefly indicate the financial as well as non-financial inputs provided to the programme by different agencies. (Please specify the governmental and no-governmental inputs separately-both in cash i.e. monetary and in kind i.e. non-monetary such as equipment, building, furniture etc.)

10. Briefly describe the various aspects of the pr[illegible] (Please [illegible] types of act[illegible] materials number and categories of [illegible], [illegible] duration of programmes, personnel serving in the programme, training of personnel etc.)

11. Briefy describe the processes and steps involved in the programme implementation such as survey of the area/communities, preparation of programmes & materials, launching of the programmes etc.

10. Briefly describe the various aspects of the programme (please note types of activities, materials, number and categories of beneficiaries, timing, duration of programmes, personnel serving in the programme, training of personnel etc.)

11. Briefy describe the processes and steps involved in the programme implementation such as survey of the area/communities, preparation of programmes & materials, launching of the programmes etc.

12. What is the administrative structure for the [illegible] ation of the programme right from apex to the [illegible] levels?

13. Please name the other agencies/departments collaborating with the programme and their type and extent of collaboration.

14. Is there any mechanism to evaluate the programmes periodically such as administration of questionnaires or simple tests, observation, informal discussions etc. If so, please state it briefly?

17. What follow-up action has been taken to improve the programme on the basis of evaluation report?

18. Briefly describe the main strong and weak points of the programme (in qualitative and quantitative terms).

19. Do you think the programme has been met [illegible] or partially educational needs of the community which programme was launched? If so, in what ways?

20. Please mention impact of the programme - immediate as well as long term.

21. Please describe briefly the type of changes th[illegible] occurred as a result of programme in the c[illegible]

22. Pleaso indicate some of the difficulties/constraints experienced at the various stages of programme implementation. (Academic, implomentation, financial and physical facilitios).

23. What suggestions would you offer for improving the programme?

24. Any other relevant information about the programme.

Appendix II

EDUCATIONAL NEEDS OF THE OUT OF SCHOOL POPULATION IDENTIFIED UNDER PROJECT DACEP

INTRODUCTION

With a view to develop and test need based innovative programmes in the community centres to cater to the educational needs of the entire out of school population, a detailed survey was conducted in all the States/Union Territories of the country excepting two Union Territories in the year 1979-80. The aim of this survey was to collect information about socio-economic and educational status of the communities and their learning needs. The survey findings and day-to-day experience of working with the people form a basis for the development of programmes and activities for different target groups. Relevant programmes thus developed would suit more effectively the life-styles and needs of the individuals and communities and the country at large.

SPECIFIC OBJECTIVE OF THE SURVEY

i) To identify non-attending children and drop-outs.

ii) To analyse the reasons for non-attendance and dropping out.

iii) To locate the availability of human and material resources in the community.

iv) To organise out of school activities and to make learning of the children experience and development directed.

v) To identify developmental needs of children and others in the community for better planning of educational programmes.

vi) To verify the needs of the schools and their community in relation to the introduction of the innovative curricula.

vii) To know the difficulties of the teachers and parents in the organisation of school activities.

viii) To develop and implement socially useful curriculum for both formal and non-formal education.

ORGANISATION OF THE SURVEY

At Central level for conducting the survey, first the survey schedules were developed with the assistance of experts working on UNICEF Assisted Project 3 relating to "Developmental Activities in Community Education and Participation" (DACEP) in different States/Union Territories of the country. At State level this work was done in different stages. Experts of State Institutes of Education/ State Councils of Educational Research and Training-conducted training courses and trained teacher educators of Teacher Training Institutes, teachers of the schools and community workers of community centres for this work.

The following schedules were used for collection of data. (1) Village Schedule (2) Household Schedule. The information obtained through these schedules can be summarised into the following categories.

(1) CONCERNING CHILDREN

(a) Total number of children of school going age (6-14)

(b) Number of children enrolled.

(c) Average daily attendance.

(d) Number of drop-outs and reasons in each case.

(e) Household background and special interest of children.

(f) Facilities for sending/not sending their children to schools.

(ii) CONCERNING PARENTS

(a) Age, education level, occupation and economic status.

(b) Aspirations about children's future and basis thereof.

(c) Hobbies and pastimes of members in the family.

(d) Suitability of timings for formal and non-formal education of children and adults.

(iii) CONCERNING THE COMMUNITY AS A WHOLE

(a) Major occupations in the village

(b) Industries

(c) Handicrafts in the village

(d) Work of developmental agencies

(e) Social service workers

(f) Health, hygiene and sanitation facilities

(g) Climate, vegetation and market facilities

(h) Educational Institutions

(i) Transport and Communication facilities and other facilities like hospital, Post office, bank etc.

(j) Cultural and social activities

(k) Common problems faced by the villages like drinking water shortage and common diseases etc.

This micro level survey was conducted to contact community members individually and collect the information about their problems and needs so as to develop a meaningful and relevant curricula. The emerging needs through this country wide survey are enumerated below. The major problems being faced by the communities:

1) Backwardness

2) High percentage of illiteracy

3) Lack of transport facilities

4) Problem of getting square meal

5) Negligence by developmental agencies

6) Scarcity of water or havoc by floods

7) Problems of health, hygiene and sanitation

The types of knowledge and skills preferred by the community members to be imparted to the out of school youth can be classified as follows.

(A) The types of knowledge and skills required to be imparted to girls and mothers:

1. Reading, Writing and Arithmetic
2. Home Management
3. Health and Hygiene
4. Activities related to some occupations like tailoring, weaving, knitting, embroidery etc.
5. Domestic work
6. Nutrition
7. Pollution

8. Child Care
9. Family Welfare
10. Small savings
11. Kitchen, gardening etc.

(B) The types of knowledge and skills required to be imparted to 6-14 age group children.

1. Reading, writing and Arithmetic
2. Earn and learn activities
3. Activities related to some crafts to supplement family income.
4. Health and Hygiene
5. Civic sense and citizenship education
6. Agricultural education etc.

(C) The types of knowledge and skills required to be imparted to 15-35 age group adults.

1. Reading, writing and Arithmetic
2. Agricultural Education
3. Civic sense and citizenship education
4. Health and Hygiene
5. Local crafts
6. Family Welfare
7. Pollution
8. Small saviings
9. Village/local occupations, small scale industries.
10. Food and Nutrition etc.

In the overall analysis of various aspects related to the areas and communities covered in the survey, it may be concluded that the selected areas are located in the regions representing specific geographical, socio-economic and cultural variations and their distinct features and environmental characteristics necessitate the development of a relevant and meaningful curricula conforming to the needs and aspirations of each area.

The broad areas to be covered under various programmes to cater minimum educational needs of out of school youth are:

(a) Reading, writing and Arithmetic

(b) Agricultural education

(c) Civic sense and citizenship education

(d) Health and Hygiene

(e) Nutrition and balanced diet.

(f) Pollution

(g) Family welfare and child care.

(h) Small saving scheme.

(i) Utilisation of facilities

(j) Functional Literacy.